

South Leicestershire 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		Good-2

Summary of key findings for learners

This college requires improvement because:

- The proportion of learners who successfully complete their courses while much improved in 2011/12, is only around the national average for similar colleges. Achievement rates for learners on apprenticeships and other work-related programmes vary too much between subject areas.
- The quality of teaching, learning and assessment is not yet consistently good across the college.
- Many learners are not sufficiently challenged in lessons and do not make consistently good progress. Target setting and review processes are not fully effective in helping learners achieve to their full potential.
- Tutors do not use information derived from assessments sufficiently well to plan learning so that it meets all learners' needs.
- Information and learning technology including the college virtual learning environment are not used well enough during teaching, learning and assessment.
- Tutors' ability to help their learners to improve their English and mathematics varies too much and is not yet good.
- The rate of improvement in the quality of the provision is not consistently good across all curriculum areas.

This college has the following strengths:

- Visionary leadership and good management which have effected rapid change and improved standards in teaching and learning leading to rapidly improving success rates.
- The good initial assessment process and very effective support provided for learners with additional learning needs.
- Tutors successful use of their wide range of vocational experience and expertise to effectively motivate learners and engage them in their practical lessons and learning.
- Effective staff appraisal process, including rigorous assessments of tutors' performance and subsequent robust development procedures, to ensure enhancement of tutors' teaching skills.

Full report

What does the college need to do to improve further?

- In collaboration with those tutors whose practice is already good or better, develop the ability of all tutors to become reflective practitioners with high expectations for what learners can achieve.
- Set learning targets for all learners that are detailed, precise and challenging and monitor more frequently the progress learners make towards the achievement of these targets.
- Ensure tutors use all available assessment information to plan learning in lessons to meet fully the individual needs of learners.
- Enhance learning through better use of information and learning technology, including the virtual learning environment, to make lessons more engaging, memorable, and enjoyable.
- Provide professional development to help tutors make better use of the opportunities, which exist in their own teaching to improve learners' skills in English and mathematics.
- Fully embed the improvements in quality assurance in all curriculum areas so that the pace of improvement does not drop.

Inspection judgements

Outcomes for learners	Requires improvement
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- Over the past three years, the proportion of learners on college-based programmes who complete their courses and achieve their qualifications has risen and is now around the national average for similar colleges. In 2011/12, this improvement was significant. While variances in the achievements of different groups of learners have reduced over the same period they still exist: learners aged 16-18 and those on foundation-level programmes have not achieved as well as other learners, learners from a minority ethnic heritage succeed less well than White British learners do and female learners out-perform males.
- The progress that learners make relative to their starting points has been poor over the last three years, but for many learners is now improving dramatically and is good. Learners achieving high grades has improved to good and those learners identified as needing extra help with their studies go on to achieve particularly well.
- Achievement rates for apprentices and other work-based learners vary depending on the subjects they study. Overall, apprenticeship success rates have increased to around the average and most of the apprentices who succeed do so within the time allowed but there are differences between vocational areas, for example, rates are high in engineering and low in business. Other workplace learning success rates are significantly better than those in similar colleges and in construction and preparation for life and work the rates are outstanding.
- Success rates in functional skills courses are at the rate of similar colleges. However, learners development and use of English and mathematical skills is not yet consistently good.
- The standard of learners' work differs across the college. In many areas, assignment work is good, demonstrating independent learning and comprehensive research. Most learners on vocational courses develop skills and theoretical understanding that prepare them well for their chosen career path. However in a small minority of subject areas, notably in public services and sport, learners' work is not yet of a consistently good standard.
- Learners' attendance has improved and is now high. Learners are punctual and well prepared to learn. The development of learners' personal, employability and social skills continues to improve and is now good. Learners increasingly compete and are successful in national skills

competitions such as the World Skills Challenge. Construction learners further develop their high levels of skills in carpentry, brickwork, painting and decorating by providing valuable services to the local community, for example, through the refurbishing of a number of local cricket and sports clubs. Public service learners develop a good understanding of their chosen profession through participating in multi-agency response training. Behaviour of learners while in college is good and a culture of mutual respect and tolerance is apparent.

- The majority of learners complete their studies and progress appropriately between levels of study, onto further education, employment, or higher education.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment, while improving rapidly, is not yet consistently good across the college. Improvements in classroom practice are enhancing the quality of the learner experience and success rates are rising. Assessment practice also remains too variable and does not challenge learners sufficiently to help ensure they make consistently good progress.
- In the most successful lessons, teaching is good and engages learners in meaningful, relevant, and enjoyable activities. In these lessons, tutors use teaching strategies well to meet the individual learning needs of all learners. Tutors use assessment information effectively to inform their planning and design activities to challenge learners and build on their prior experience and levels of attainment.
- In the many lessons where teaching requires improvement tutors talk for long periods without checking that learners are progressing, or do not design learning activities that motivate and interest learners sufficiently. Information and learning technology, including the college's virtual learning environment, are not used well enough to enhance the quality of the learning experience. Well-resourced and highly effective staff training has supported tutors to improve their practice and enhance their skills. Learners are now benefiting from the new teaching skills tutors use in their lessons and the higher expectations of their tutors. While considerable variation remains in the effectiveness of teaching on different courses, lessons are becoming more enjoyable, motivating, and engaging for learners. Tutors in most areas provide good support for learners and working relationships are strong.
- Tutors use their vocational experience and expertise well to make lessons interesting and relevant, especially during practical and other activity-based learning sessions. Learners benefit from resources that are generally good with classrooms, workshops, and studios providing high quality learning environments. Resources and equipment in most curriculum areas are of a high standard, although on-site sport facilities to enable learners to participate in practical activities are limited.
- Initial assessment has improved markedly and the college is becoming increasingly effective at ensuring learners are placed on the right course at the correct level. Assessment of learners' starting points is accurate and well used to plan and provide extra support. Tutors' monitoring and setting of learning targets to ensure learners achieve and progress as well as they are able to are only satisfactory because targets are not always sufficiently specific and monitoring of progress is not frequent enough.
- Assessment practice is of variable quality. Formal assessment is frequent and meets awarding body requirements. However, tutors do not assess the progress learners are making in lessons sufficiently accurately in order to inform their teaching. The quality of the marking of assessed work and the usefulness of the feedback on how to improve are satisfactory overall but too variable.
- The development of learners' skills in English and mathematics is only satisfactory. The quality and effectiveness of teaching are variable; some teaching is good, often where it is set in a vocational context, which matches the learners' vocational specialisms, but in other lessons, the

learning material is not subject specific and learners fail to appreciate the relevance or importance of developing their literacy and numeracy skills. In many vocational lessons, tutors miss too many opportunities to develop learners' functional skills.

- Learners receive appropriate advice and guidance in relation to progression opportunities and good advice and guidance in relation to a wide range of personal health, safety and welfare-related matters. Arrangements for pastoral care are good and support learners, especially those that are more vulnerable, very effectively. Apprentices and learners on work-based courses receive timely information, advice and guidance in relation to their progress and this supports their learning and development very effectively.
- The promotion of equality and diversity through teaching and learning is adequate. However, tutors' levels of confidence and their understanding of equality and diversity issues vary from good to only satisfactory. While many tutors are skilful at exploiting opportunities to raise learners' awareness and understanding, in a minority of lessons they fail to challenge stereotypical preconceptions or exploit too few opportunities to promote discussion and debate about key themes.

Health and social care

Apprenticeships Other work based learning

Good

- Teaching, learning and assessment on apprenticeships and workplace learning programmes are good. Consequently, the large majority of apprentices and trainees are achieving their qualifications on time. Success rates, previously low, are now around national averages and improving significantly. Learners make good progress and develop valuable high-level skills in supporting patients through their diagnosis and in clinical practice, greatly enhancing their career prospects.
- Learners develop their English and mathematics well, and use clinical and technical language appropriately in their settings. An intensive pre-training programme for apprentices in basic English and mathematics ensures all learners are able to meet the requirements of the apprenticeship and functional skill success rates continue to improve. Insufficient use is made of workplace settings to develop functional skills and place them in a vocational context.
- Good support from employers and effective collaboration with workplace supervisors ensures most learners make good or better progress. Assessors demand high professional standards from learners and target setting for programme completion, both short and longer term, are good. Work completed well between progress reviews ensures learners develop the skills required for their technical certificate and vocational competence.
- Assessment in the workplace is good, questioning techniques are effective and used frequently to check apprentices' understanding. Learners speak confidently about the skills and knowledge they have acquired in their specialist area and demonstrate a good understanding of procedures in the workplace. Assessment is frequent and rigorous.
- Learners enjoy their training and speak highly of the support and guidance provided by their assessors, who use their own experience and skills effectively to motivate learners and encourage them to make progress. Learners are encouraged, productively, to reflect on their progress during their progress reviews, which are held frequently.
- Partnership work within the local community is productive; it has resulted in non-traditional learners, for example mental health service users, progressing into employment. Strong links with the community health trust have helped in the development of a successful new clinical apprenticeship for young people. Progression onto further studies and promotion within current employment are satisfactory and improving.

- Initial assessment is rigorous and comprehensive. Additional support needs are identified quickly and action taken to support learners, for example using adaptive technology, to ensure they complete their programme of study.
- The promotion of equality and diversity during progress reviews and lessons is satisfactory. Learners demonstrate a suitable understanding of the relevance of equality and diversity in the workplace, with a good understanding of health and safety, and relate this effectively to their roles in the workplace.

Early years and play work

Learning programmes for 16-18 Learning programmes for 19+

Good

- While current success rates are slightly below average, teaching, learning and assessment are consistently good. Learners enjoy their studies, particularly the work placements on intermediate and advanced programmes that lead to a licence to practice. Learners develop a wide range of employability skills and gain in self-confidence. Progression to further study and relevant employment is good.
- Lessons are well-planned and provide a good range of interesting learning activities that meet individual learners' needs very effectively. Tutors make very good use of learners' experience in the workplace to explore classroom-based topics and to inform professional practice when working with young children. Tutors rigorously ensure learners have a thorough understanding of their role and responsibility to safeguard children. Tutors use questioning well to ascertain learning, using additional questions to encourage learners to demonstrate a deeper and broader understanding of the topic.
- Tutors, who are well-qualified and vocationally experienced, share their experiences to enhance learning very effectively. For example, a level 2 group preparing story sacks for use in their placement benefited from learning how the tutor would use them to plan how to meet the varying needs of the group of children. Learners recognise the importance of making story time visual, interactive, and fun in order to engage children and of linking this activity to child development. Learners develop good reflective skills and work well in teams, sharing experiences and offering constructive comments on the work of others.
- Initial advice and guidance is effective at ensuring learners are on the most appropriate course. It also helps tutors to identify learners with any social and learning needs and to quickly arrange support. Learners benefit from the close liaison between tutors and learning assistants, which enables them to participate fully and make good progress in lessons.
- Assessment is regular and accurate, and detailed written feedback enables learners to reflect on their achievement and understand how to improve. The standard of learners' work is good and learners are able to study independently and undertake wider reading. Tutors have high expectations, encouraging learners at all levels to aim high and achieve the best they can and raise aspirations when considering career choices.
- Learners' achievement of functional skills is good. Those aspiring to higher education have an opportunity to re-sit GCSE mathematics and English. The development of written and spoken English is satisfactory in most lessons and learners errors corrected in assignments. However, understanding of mathematics is underdeveloped in most lessons.
- Tutors' use of technology to enhance learning is underdeveloped. For example, while interactive whiteboards are an industry standard in the workplaces and nurseries learners will work in, they are not encouraged enough to gain confidence and competence in their use and thereby improve their employability.

- Learners have a satisfactory understanding of equality and diversity and the implications for their work with children. Tutors do not make enough use of naturally occurring opportunities in lessons to extend learners understanding or improve their practice.

Public services and sport

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Recent changes to curriculum management and newly appointed tutors have resulted in learners improving the progress they make and this is now satisfactory. Teaching, learning and assessment are now more effective in ensuring that learners remain on their programmes of study and make the progress they should towards achieving their qualifications.
- In the majority of practical lessons, learners develop good professional practice and personal skills. Tutors link theory effectively to practical activities. Learners are motivated to participate fully and take an active part in their learning. On advanced sports programmes they develop their practical coaching and organisational skills by working with and coaching pupils from local schools, including pupils with special educational needs. Learners on public service courses use overnight camp visits well to support the development of their leadership and navigational skills. All learners benefit from frequent vocational trips; for example, to an Army base and to the local police constabulary.
- In many theory-based lessons, learners often fail to engage sufficiently with their studies. Tutors do not use questioning techniques effectively to assess the understanding and progress of individual learners or to challenge learners to think independently. Tutors rarely give extension activities to promote independent learning, to build on learners' understanding in lessons, or to challenge the most able.
- Tutors' use of learning targets and the monitoring of individual learners' progress vary considerably and are often ineffective; learning targets are sometimes appropriate and realistic but more often targets are too general to be useful, resulting in slower progress. Many learners are still completing assignment work that should have been finished in the autumn and spring terms.
- Support for learning is improving and tutors are now using workshop classes well to help learners catch up on assignment work and improve their predicted grades. Written feedback from tutors on learners' work is effective, giving clear direction on improvement required. Feedback includes useful help in improving written English, correcting spelling, and giving guidance on correct sentence structure. Learners now make better progress in developing their English skills.
- Poor on-site facilities, and no access to a sports hall, have hindered the opportunities for learners to be involved in a wide range of practical activities in a safe environment. Some offsite facilities are used, for example, the neighbouring park playing fields, but these are open to the public and not designed for a wide range of activities.
- The promotion of equality and diversity in lessons is variable. A minority of tutors plan lessons that incorporate the promotion of equality and diversity within the vocational context, but this is not consistently the case. In too many lessons, especially in public services, tutors miss too many opportunities to develop learners' understanding of equality and diversity themes.

Independent living and leisure skills

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment require improvement which is reflected in the improving, but mostly satisfactory, success rates. The standard of students' work is satisfactory, and learners make appropriate progress in the development of their personal and social skills. However, not all make the progress they could in developing their employability skills.
- In the better lessons, planning is thorough and learners make good progress. Learners benefit from tutors' good support and high expectations and are actively involved in their learning. For example, learners in a food preparation class learnt effectively through selecting, preparing, and cooking ingredients to make vegetable, chicken or tomato soup. They enjoyed eating the soup and considering how it contributed to a healthy diet.
- In the less successful lessons tutors make limited use of available learning resources, and the use of poster making and hand-out completion dominates much of the learning. Planning for learning does not seek to stimulate learners sufficiently. Information and learning technology, although readily available, do not enrich learning. Tutors do not always make efficient use of learning support assistants to work with individuals, or small groups of learners.
- Initial assessment is comprehensive ensuring learners are placed appropriately on course and at the correct level. Transition arrangements from school to college and college to further study or employment are good, with the majority of learners progressing into further study, and some into employment.
- Tutors regularly monitor learners' progress but individual learning targets are not always specific enough to ensure all learners make good or better progress. Attendance and punctuality are excellent and overall, behaviour is good with tutors and learners showing high levels of respect for each other.
- The quality of learners' written work varies from satisfactory to less so. While tutors provide detailed oral and adequate written feedback to help learners to improve the quality and accuracy of their work, they do not consistently highlight and correct all grammatical, spelling and punctuation errors. Opportunities for continually strengthening and reinforcing learners English and mathematics skills are frequently lost as a result.
- Learners participate in a wide range of enrichment activities that enhance their time at college and develop their personal and social skills effectively. Visits such as those to the Guildhall, a local park and a museum provided good learning opportunities for practising skills in planning journeys and travelling on public transport.
- Too few learners undertake planned work experience. Learners on the 'route to employment' course have very good opportunities to develop their personal, social and vocational competencies by having work placements in local companies and in departments within the college. These learners are, however in the minority.
- Learners, who have a wide range of learning difficulties and/or disabilities, integrate fully into the life of the college through participating, for example, in the student council and in cross-college sporting activities. Learners have a good understanding of reporting procedures for bullying and unfair treatment, but their knowledge of equality and diversity is underdeveloped.

Business management**Learning programmes for 16-18****Learning programmes for 19+**

Good

- Teaching, learning, and assessment are good and success rates reflect recent improvements with those on the majority of courses now above national averages, having previously been very low. Learners benefit from tutors who set high standards and expectations for their learners and provide good support that motivates them to aspire to higher-level grades and succeed well.
- Most lessons are good or better. Tutors prepare lessons that are interesting and contain a variety of activity and which maintains interest and increase learners' enjoyment of learning. Teaching combines theory and practical activity particularly well, such as in planning, designing, and producing merchandising boards in response to a college competition to provide three window displays for the nearby retail outlet. However, although tutors have a good understanding of individual learners' support needs, they do not always tailor their lessons sufficiently to fully meet them.
- Tutors are enthusiastic and use their skills and commercial experience effectively to develop learners' skills through learning activities, which are relevant to working practices in business and accounting. Learners develop a good range of enterprise and employability skills by involvement in learning activities that require practical application of business knowledge. for example, by presenting business plans to a panel of internal and external business representatives to persuade them to give financial backing to a small business.
- Assessment for learning is good and tutors and learners use a wide range of diverse and interactive technology to record learners' performance; for example, the use of time-lapse photography and short film production. Questioning techniques are used skilfully and assess and extend learning effectively.
- The use of technology to enhance learning is highly effective. Learners develop their independent study skills successfully through using distance learning and take responsibility for monitoring their own progress. Good use is made by learners and tutors of electronic individual learning plans to track and monitor progress.
- Learners develop a satisfactory knowledge of business and enterprise through links with local businesses, which provide experience of working with customer service teams and help learners to develop research and marketing skills by carrying out customer surveys. Learner's value visits to employers highly. Opportunities for, and provision of, extended work placements and work tasters are underdeveloped.
- Feedback on coursework is insufficient. Learners receive regular and constructive feedback both on their contributions in lessons and on their written work. However, the marking of coursework to help learners develop writing skills beyond the improvement of spelling, is not fully effective. Errors in sentence construction, grammatical errors, comprehension, and punctuation remain unchecked at intermediate level.
- Staff and learners have high levels of mutual respect. Pastoral support is good and helps learners continue to stay on programme and progress during periods of absence from college. Learners feel safe and comfortable in the college environment. The promotion of equality and diversity is satisfactory.

The effectiveness of leadership and management

Good

- After a period of significant uncertainty caused by frequent changes in the leadership of the college, the new principal and the senior management team have worked very successfully to inspire confidence and raise aspirations amongst staff. The pace of change is rapid but well-managed, ensuring the college has the necessary capacity to build on its existing strengths, while at the same time taking important decisions related to its new federated status. The college's performance improved significantly in 2011/12 after a long period of poor outcomes for learners.
- A number of well-considered new appointments to the governing body has ensured the corporation has an appropriate range of expertise. Governors are clear about how they want the college's culture to emerge and are working towards the development of a new strategy to replace the current strategic plan that better reflects the new federated status and is aspirational. Governors have a good understanding of the college's strengths and areas for improvement and extensive training has helped them to become more rigorous in interrogating college data and performance, although the focus on teaching and learning and learners' outcomes at corporation meetings is still underdeveloped.
- The management focus on improving teaching and learning has been well-planned, relentless, and supportive and is starting to have a positive impact on the quality of lessons in most areas of the college. The college is honest and self-critical about its areas for improvement in teaching and learning. Arrangements to support tutors to improve their practice help most of them to identify the precise strengths and improvements required in their teaching. However, findings from a minority of lesson observations are currently insufficiently evaluative in their judgements about learning, which has led to a small amount of over-grading.
- The human resources and quality teams work in partnership particularly well to identify tutors' training needs arising from appraisals and lesson observations. Action plans following lesson observations are detailed and invaluable in assisting managers to identify further training for tutors and teaching teams. The appraisal process for tutors is rigorous and draws well on the findings from performance in lessons and on learners' outcomes.
- Significant changes made to self-assessment have resulted in a process, which is comprehensive, clear and self-critical. Managers recognise that the rate of improvement is not yet consistently good across all subjects. Improvements in data reporting and monitoring help managers improve retention and attendance and to compile detailed and mostly accurate course reviews and improvement plans. The ways in which learners' views are collected have been strengthened by establishing a number of learners' forums for under-represented groups around the college. Managers' response to these views is good.
- Since the last inspection, the college has moved to a newly built site that provides an attractive and lively learning environment. Initiatives to develop learners' pre-employability skills are good and the college has a strong focus on improving the life chances and job prospects for local people, many of whom have not taken part in education or training for a long time. The college is increasingly innovative in its partnership working. Many of these partnerships involve a number of different and successful initiatives with individual employers, schools and local organisations. Employer engagement is good. Employers value their relationships with the college highly as demonstrated by the high and increasing numbers of apprentices and other work-based learners enrolling over the past two years.
- Having recognised that the promotion of equality and diversity required improvement, the college has worked very effectively to ensure that it now has a much more proactive approach to these aspects of its provision. The equality and diversity steering group has been very prominent in reviewing practice across the college and in promulgating successful new initiatives and improvements. Managers and tutors have a good awareness of differences in the achievement of particular groups of learners and the reasons why those gaps exist. Achievement

gaps are reducing with a number of initiatives during 2012/13 aimed at eradicating them. The college meets its statutory requirements for safeguarding learners. Learners feel safe around the college and tutors are highly visible in monitoring behaviour and ensuring adherence to college rules. Safeguarding issues are analysed annually to discern any trends and to make any changes to procedures and support for learners. Policies for safeguarding learners are wide-ranging and detailed.

Record of Main Findings (RMF)

South Leicestershire 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	3	3	3	3	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
Sport, leisure and recreation	3
Public Services	3
Independent living and leisure skills	3
Business Management	2

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	185	123	192	75	397	202	11	33
Part-time	101	1,598	192	1,479	105	611	14	285
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	193	278	132	319	1	5		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ GEMEG ■ Link Training ■ Pin Point Training ■ University Hospitals of Leicester NHS Trust ■ NCC Skills ■ Apple Construction ■ Bright Training ■ Amber Train. 							

Additional socio-economic information

South Leicestershire College federated with North Warwickshire and Hinckley College in February 2013. The college operates from a purpose-built site and serves the south of Leicester city, south Leicestershire and the Harborough district. It is located in an area where the main employment is in the service industry, notably in hospitality, public service, health care, education, and finance. The unemployment rate in the area the college serves is around the national average. The number of pupils in Leicester city, south Leicestershire and Harborough schools attaining five GCSEs at A* to C, including English and mathematics, is below average. Around 30% of college learners are from minority ethnic backgrounds, a proportion that is slightly higher than that of the local population.

Information about this inspection

Lead inspector

Julie Steele HMI

Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal as nominee, carried out the inspection at short notice. Inspectors took account of the college'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. This report reflects those views. They observed learning sessions, assessments, and progress reviews. The inspection took into account all of the provision at the college. 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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