

St Francis Xavier Sixth Form College

Sixth form college

Inspection dates		17-20 September 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Governors and senior managers show their strong support for the mission and ethos of the college, by ensuring regular opportunities for prayer and liturgy, well-managed religious education programmes and sensitively focused chaplaincy activities that are relevant to all students.
- The college has a successful focus on social inclusion and open access to its provision for young people, many of whom come from disadvantaged backgrounds.
- Teaching, learning and assessment are good. Teachers have high expectations of their students and the best lessons are stimulating, interesting and fun.
- Students' attainment of qualifications is good overall and students achieve good or better standards in their work.
- In a supportive learning environment, with strong mutual respect and good relationships between staff and students, students feel secure enough not to mind making mistakes when learning. They grow in confidence and independence, and most progress to courses in higher education.

This is not yet an outstanding provider because:

- The quality of teaching, learning and assessment is not yet outstanding.
- Whilst outcomes for learners are now good overall, a significant number of courses have low success rates.
- Too many students make only satisfactory progress on their courses, given their starting points when they join the college.
- The assessment of the college's strengths and weaknesses by managers and governors, and the monitoring and improvement of the quality of teaching and learning, are insufficiently effective.

Full report

What does the provider need to do to improve further?

- Drive up the quality of teaching, learning and assessment. Ensure that teachers plan lesson activities to challenge students of all abilities as much as possible; and use methods of questioning which involve all students and foster their deeper understanding.
- Ensure that success rates overall continue to improve, paying particular attention to the significant number of AS-level subjects where performance is poor, and to the often low proportion of higher pass grades.
- Ensure that all students reach a higher level of attainment than might be expected from their starting points when they join the college.
- Ensure that systems for monitoring and improving the quality of teaching focus on learning, the impact of assessment, and students’ progress. Rigorously analyse the strengths and weaknesses of lessons, and make sure that all managers use the analysis well to promote further improvement.
- Ensure that all teachers celebrate the college’s distinctive multicultural character when promoting equality and diversity in lessons, particularly when opportunities arise spontaneously.
- Implement fully a governors’ curriculum and standards committee so that the governors have more timely and detailed information on outcomes and the quality of provision, and the opportunity to evaluate the rigour and accuracy of the college’s self-assessment as well as their own.
- Revise the way in which the college carries out self-assessment so that it focuses more on what the college needs to do to improve its performance overall, particularly in relation to teaching, learning and leadership and management. Ensure that the grades given for key aspects more accurately reflect the most recent performance of the college.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Students’ achievement of qualifications is good. Many of the students come to the college with lower than average prior attainment and many are from particularly deprived communities. The proportion of students who successfully completed their qualifications, which was significantly above the national average for all providers in 2009/10 and 2010/11, fell markedly in 2011/12 to just above average on this measure, and to just below the higher national average for sixth form colleges. Based upon the college’s own provisional data for 2012/13, overall success rates have improved and are closer to the pre-2011/12 levels.
- Within the overall provision, made up exclusively of long courses, and largely for students aged 16 to 18, success rates vary considerably. While the performance of A-level and BTEC vocational courses is good overall, with many high success rates, overall AS success rates remain below the averages for all providers and for sixth form colleges, in spite of some recovery in 2012/13. Success rates on foundation and intermediate courses continue to be respectively above, and well above, average.
- The fall in success rates in 2011/12 was largely due to poorer performance on advanced level courses; this was most marked at AS level, with lower pass and retention rates. Whilst AS success rates have sometimes improved, a wide variation in performance still exists across

subjects and within subject areas. In science, for example, all subjects perform poorly and success rates are low.

- The achievement rate for higher grades on A-level courses is often low, although they significantly improved in 2012/13 on many courses. The GCSE overall high grade pass rate, grades A*-C, improved significantly in 2012/13.
- Too many students make only satisfactory progress relative to their prior attainment. This is in contrast to the previous inspection when students made outstanding progress. Poorer progress is particularly marked for students taking AS levels. For these students, the degree of value added by their courses has fallen significantly between 2009 and 2012; to a lesser extent added value has also decreased for A-level students.
- The college is aware of under-performance by certain categories of students. Analysis by ethnicity indicates that the significantly larger proportion of minority ethnic students perform much better than White British students at advanced level. The under-performance of the relatively small number of White males, evident in 2010/11, has been successfully tackled at intermediate level, but remains an issue at advanced level.
- Students' standards of work, and the skills students develop, are good. They enjoy their studies, working in an environment where respect for others is nurtured and often practised. They are proud of their achievements. Their attendance is good. Students are strongly motivated and develop the confidence and enthusiasm to study further. Their progression between levels of study is good. Most progress to higher education on leaving the college, with a good proportion going to the more competitive universities. The college engages in considerable and valuable work to foster students' progress to employment.
- Significantly encouraged by the college's good efforts to help them widen their understanding of life and work outside their immediate communities, students make a positive contribution within and outside of the college. The views of students are gathered well and used to help improvement.

The quality of teaching, learning and assessment

Good

- Teaching and learning are largely good; in a relatively few lessons, they are outstanding or requiring improvement. The college's own scheme for observing lessons has identified more good or better teaching and learning than inspectors did. College lesson observation records have insufficient focus on learning, an area for improvement identified during the previous inspection. While many observation records are critical, detailed and perceptive, others are insufficiently clear, with commentary which does not match the grade awarded.
- Lessons often enable students to develop confidence and independence, thus promoting their learning. Effective group work ensures collaboration and nurtures a respect for other people's points of view and abilities.
- The better lessons are stimulating, interesting and fun. In mathematics, the regular use of multi-boards has improved students' confidence to offer solutions and participate in group work. Students studying English articulate well-developed ideas and concepts, prompted by teachers' highly effective directed questions. Business students demonstrate a rapid development of analytical skills based on appropriate case studies. Sociology and politics students develop effective reading skills and a rapid understanding of key terminology. Specialist vocabulary, in all subjects, is reinforced.
- Too many lessons move along slowly, with an emphasis on undertaking tasks rather than interactive learning. Underdeveloped or over-ambitious planning inhibits students' progress. Teachers' questioning techniques do not always fully encourage participation and reflection from the entire group. In a small minority of cases, group work is not well timed and students are unsure of the task. Feedback takes too long and not all students contribute.

- The college’s virtual learning environment is used often and effectively. For example, mathematics questions with their solutions are available, with links to more difficult questions. Imaginative resources for creative writing, including a poetry corner, extend the English curriculum. Brief ‘dashboard’ displays of information about students’ progress, along with electronic learning plans, enable good communications between teachers and students.
- The assessment of learning is good. Case studies, quizzes and mini whiteboards are used in many lessons to check understanding and progress. Students regularly take part in peer- and self-assessment. Written work is returned swiftly with clear written guidance on how to improve. Spelling and grammar are corrected and students value the detailed feedback, particularly the guidance for wider research. Students are clear that their future success lies within their own control and motivation.
- The tutorial programme is valued by students and tutors know their students well. The short meeting with personal tutors includes a ‘daily thought’ which embeds the Catholic ethos through reinforcement of role models and the promotion of respect and dignity. Students, including those of no professed faith, see this positive message as motivating. The weekly academic tutorials enable students to discuss their progress. Students believe that access to specialist additional learning support, personal tutors, counsellors and the chaplaincy have a positive impact on their achievements and emotional well-being.
- Students’ academic and recreational experience is enriched through a wide range of opportunities. Activities include visits to exhibitions and theatres, sporting activities, a debating society, charity and community work. The Five Book Challenge, for which students read and review five books for an electronic prize, has stimulated the enjoyment of reading. Students are encouraged to engage with professional bodies, and to participate in external conferences and national competitions.
- Training events to improve the quality of teaching, learning and assessment are well received by teachers. Re-focused training during the last year prompted them to reflect on their individual teaching practice and analyse their particular strengths and areas for improvement. This evolved into a mentoring scheme to share expertise across departments and has encouraged the exploration of new strategies for teaching, learning and assessment.
- Diversity is promoted in the curriculum by the recognition of different cultural backgrounds, traditions and festivals. Teachers ensure that learning materials take account of cultural and ethnic diversity and use aspirational role models as examples to promote diversity more extensively. However, in too many lessons, teachers do not use spontaneously arising issues regarding gender and stereotyping as opportunities to raise awareness.

Mathematics and statistics

16-19 study programmes

Good

- Teaching, learning and assessment are good, which is reflected in the proportion of students successfully completing their courses, which is above average overall. However, success rates are low for some individual courses. For example, success rates are particularly high for A-level mathematics and mechanics, but low for AS decision mathematics, and for mathematics and statistics. The progress of AS mathematics students is slow compared to their prior attainment. The success rate for GCSE mathematics, grades A* to C, has improved well, and is now good. Most students progress to university.
- The teaching and learning in most lessons are good, with little that is outstanding. In the best lessons, students are highly motivated and confident, and take responsibility for their learning.

Teachers plan lessons well and use students' previous achievements to help guide activities and student groupings.

- Teachers often include a good variety of activities in lessons, including the use of multi-boards. They are used very effectively by students to stimulate ideas, encourage peer learning and build confidence. For example, as a starter exercise in a further mathematics lesson, students were asked to write on their multi-boards all they could remember about hyperbolic functions. The boards were rapidly covered in relevant formulae and equations.
- A few lessons require improvement. In these, activities progress too slowly, students are unsure what they are required to do, or the work is too simple or repetitive. When this occurs, teachers' time management is often poor and the work does not challenge students sufficiently, resulting in them making slow progress.
- Learning is greatly enhanced by students' good use of the extensive range of helpful learning materials on the college's virtual learning environment. This includes copies of presentations used in lessons, references to text books, links to specialist mathematics software and magazines.
- Teachers and tutors support students well. All students meet daily, as tutor groups, to discuss social issues triggered by a 'thought for the day', as well as receiving wider college information. Attendance and punctuality are good; they are monitored and any issues tackled promptly. Teachers readily provide help to students. Students value this and consider tutorials to be an opportunity for reflection and to make friends.
- Assessment practice is good. All students know their targets. Homework tasks are on the virtual learning environment. Students are expected to complete these and self-assess their performance, as preparation for lessons and regular tests. Teachers provide detailed and constructive feedback to students on their work. Underachieving students attend workshops until they have improved.
- Students' communications skills are well developed in all lessons, through group discussion and pair work. In many lessons, teachers ensure that vocabulary is improved, new words are introduced and their meaning explained. AS-level students review magazine articles, competently presenting their findings in lessons.
- Information, advice and guidance are good. A bulletin contains information about enrichment activities, competitions and other issues. Students receive regular careers advice relating to subject choice, university choice and applications. The mathematics subject area, with science, holds a highly valued annual careers day and a 'gifted and talented' group meets twice every half term.
- Teachers promote equality and diversity effectively. They remind students to treat others with respect and dignity and more general issues are discussed in tutorials.

Sociology, general studies, citizenship and politics

16-19 study programmes

Good

- Teaching, learning and assessment are good, leading to high success rates for A-level sociology, AS citizenship and A-level government and politics. In contrast, those for AS government and politics and A-level general studies are low. Students' attendance and punctuality are generally high, but a few lessons early in the day have lower attendance, which damages learning. A high proportion of students progress to higher education.
- Lessons are largely good, with little that is outstanding. Teachers often set high expectations and students respond positively by working diligently and supporting each other. Students also

develop confidence and independence which help them to learn. Students speak highly of the support that teachers give them, such as extra workshops and one-to-one support sessions.

- In most lessons, teachers plan their lessons well and students make good or better progress. In a minority of lessons teachers plan too many activities and lessons are rushed. Generally, lessons develop at a good speed and teachers use good classroom management skills, facilitating good learning and progress for students, but a minority are too slow and students lose interest.
- Most students are actively involved throughout lessons and they enjoy their learning. Teachers employ a useful range of assessment methods to monitor students' progress. They use questioning skilfully to check, develop and extend learning. Students often work well together in pairs or groups to share their knowledge and evaluate each other's work. In the best lessons, students respond well to challenging activities, accelerating their learning, but in a few lessons teachers miss opportunities to extend students' learning in this way.
- Students extend their learning outside the classroom by making good use of the learning resource centre and the college's virtual learning environment. Students participate in stimulating educational visits and receive talks by visitors to the college which help them to consolidate and contextualise their learning. Politics students recently won awards at a national student 'mock United Nations' conference.
- Students value the feedback they receive on their assessed work. The standard of marking is mostly very good. Assessed work in sociology and politics clearly indicates areas where students can improve and the work is well annotated. Assessed work in citizenship has less detailed feedback. In reviewing and monitoring their progress well, students communicate effectively with teachers using the virtual learning environment.
- Most lessons provide good opportunities for students to develop reading and writing skills and specific examination-style writing techniques. In a general studies lesson, students worked on extracting key points from a newspaper article and the development of vocabulary. In a minority of lessons, teachers miss opportunities to correct grammar, spelling and punctuation on students' written work.
- Advice and guidance for students are good. Students undergo a thorough interview process and complete early assessments to ensure they are studying on the right programmes. Students value the support they receive from their teachers and the college careers centre when applying to university.
- Teachers actively promote equality and diversity in lessons. In an AS sociology lesson, students were able to extend their learning by relating their own experiences to a discussion on family types. In an A-level sociology lesson on society, values and religion, the teacher skilfully made links with the promotion of the Catholic ethos at the college.

English	Good
16-19 study programmes	

- Teaching, learning and assessment are good. This is reflected in students' outcomes, which are good overall. The proportion of students who sit the examination and pass it is above average on the majority of courses, although on some courses too many students who start the course do not complete it. The proportion of high grades achieved is often low. Pass rates are outstanding on AS- and A-level English language and A-level English language and literature courses. The proportion of students achieving GCSE English at grades A* to C is now well above the national average. Students have high aspirations and many progress to university to study journalism, English, linguistics and history.

- The development of critical thinking skills and independent learning skills is very good. Students value the opportunity to think for themselves and to voice their opinions. They are highly articulate and skilfully debate, discuss and analyse all linguistic and structural concepts.
- Students are well supported in lessons; they feel safe to venture a response and say if they do not understand. Teachers run extra sessions to support GCSE students, and an enrichment lesson for creative writing currently acts as a precursor to a new programme in that subject planned for next year. Teachers monitor particularly closely the progress of students who have not quite met course entry requirements.
- Teaching and learning are good in most lessons, with little that is outstanding or requiring improvement. Teachers ensure that most lessons move along at a good speed, interesting and motivating students. They use a variety of strategies to maintain students’ attention and to promote learning. Students enjoy lessons, including fun and interactive activities which enhance their learning. One student described her decision to study AS literature as the best choice of her life.
- In the best lessons, teachers use questioning to probe, challenge and encourage students to reflect and understand. Teachers check learning and summarise at regular intervals throughout the lessons. They build upon prior learning and relate students’ learning to day-to-day contexts, helping students to make links in their learning. In less successful lessons, teachers check the learning and progress of all students insufficiently, and do not allow enough response time for students, sometimes answering questions themselves.
- Students greatly value the resources available on the virtual learning environment. Teachers provide videos and quizzes to develop all aspects of language skills. For example, students use a video extract of the singer Beyoncé which encourages them to analyse spoken language. Students across the college have access to an innovative poetry and creative writing corner to help motivate them in collaborative writing.
- Teachers mark students’ work very well and provide good written feedback which is highly valued by students, who understand what to do to improve. Teachers also identify where students may need individual support.
- Teachers skilfully and constantly reinforce English skills on all courses. Students build up a good vocabulary, learn how to spell and manipulate language. Teachers use very interesting local texts for linguistic analysis, appropriate to the lives of students. For example, students are asked to analyse the Principal’s welcome speech to students and the students’ learner agreements, in relation to influential power.
- Teachers embed a culture of respect and dignity throughout and set high expectations for behaviour and punctuality. Students refer to a culture and ethos of tolerance and acceptance. However, themes of equality and diversity are not always effectively promoted in lessons.

Business and accounting	
16-19 study programmes	Good

- Teaching, learning and assessment are good; this is reflected in good outcomes for students of business. However, success rates in accounting are low. Students are enthusiastic. They work hard in lessons and enjoy their learning. Students develop good analytical skills and gain a secure knowledge of business and accounting terminology quickly.
- Teachers are enthusiastic, provide good support for students and have high expectations of what students can achieve. Students speak highly about the quality of teaching and support. Students identified as needing extra help are well supported in the additional workshops they

attend. Teachers make good use of praise to motivate students. Individual coaching in lessons is effective in developing students’ business and accounting skills.

- Teaching and learning are good in most lessons, although in a few they are either outstanding or requiring improvement. In the better lessons, students make good progress through analysing business case studies that develop skills and understanding well. Teachers use questioning successfully to check students’ learning and further develop understanding.
- Where teaching and learning require improvement, not all students work effectively in group work and their progress is slow. In such lessons a significant minority of the learners make little contribution and are mainly passive. Teachers have difficulties reaching students in some classrooms which lack sufficient space for effective group work.
- Students make good use of the college’s virtual learning environment. Highly valued by students, it is well populated with a variety of useful resources and provides good support for independent learning. Students track their progress on courses well, using a computer- based system, providing a clear indication of progress made and issues that they need to work on.
- Students are clear about their long-term goals and short-term targets. They are often provided with challenging tasks in lessons and for homework, and their progress in these is monitored closely by teachers. Teachers encourage students to aspire to higher grades.
- Teachers assess students’ work well and marked work is returned promptly. Marking is supportive and encouraging, with helpful comments. In a minority of lessons, teachers place too much emphasis on assessment criteria rather than on learning.
- Students develop English and mathematical skills well. Teachers take care to reinforce students’ understanding of key terms as they are introduced. They place a good focus on correct business and accounting terminology and include thorough correction of English when marking work. Mathematical skills are reinforced within accounting courses.
- Students receive accurate and detailed guidance on choosing courses and on the routes leading to further study or employment. Careers opportunities on vocational courses are enhanced through the work experience included within the programmes. Visiting speakers and visits to financial organisations and other businesses help advanced level students to make informed choices about next steps. The vast majority of these students progress to higher education.
- Students from diverse backgrounds work very well together and support each other effectively. Teachers choose business examples and role models which reflect the diverse backgrounds of the students such as, for example, an African-Caribbean entrepreneur setting up a food company, with ethnic cuisine.

The effectiveness of leadership and management	Good
-------------------------------------------------------	------

- The Principal’s inclusive leadership style, supported well by senior managers, puts students and teaching and learning first in the management of the college. All managers are reflective and active in improving the craft of teaching. They introduced a number of successful strategies in 2012/13 to re-energise classroom practice, many of which have had a positive effect on students’ outcomes. However, this improvement is inconsistent across schools and the performance of too many AS-level subjects remains a stubborn problem which the college has yet to resolve.
- Managers have distilled the college’s three-year strategic plan into a smaller number of annual key objectives, agreed by all staff. This has helped to forge a strong link between the college’s ambitions and vision and those aspects which have the most impact on students. Financial management is strong and the college provides good value for money.
- The college has a large governing body with an appropriate range of skills. Governors are appropriately trained to carry out most aspects of their role. They recognise fully, and are

passionate about, the importance of student representation and involvement in evaluating the performance of the college. However, their work to overview the quality of teaching and learning and students' success requires improvement. Governors acknowledge the need to establish a curriculum and standards committee.

- Governors and senior managers demonstrate a strong support for the Catholic mission and ethos of the college through ensuring regular opportunities for prayer and liturgy, well-managed religious education programmes and a focus on chaplaincy activities that are sensitive in responding to all students' needs.
- Arrangements to improve teaching enable most staff to identify precisely their strengths and areas for improvement. However, the generous evaluation of some lesson observations has led to over-grading. The comprehensive appraisal and other support arrangements for staff lead to detailed evaluations of their performance. Clear targets are agreed between staff and their managers relating to skills development, departmental targets and the college's strategic objectives.
- The Principal is accurate and reflective about the performance of the college and what needs to improve in her regular reports to staff and governors. However, the college's self-assessment is insufficiently self-critical in evaluating outcomes, teaching and learning and leadership and management overall, given the most recent performance of individual subject areas.
- Improvement actions in the college's most recent quality improvement plan have had a variable impact: in particular they have not improved AS-level success rates. Some of the action points are insufficiently detailed. Quality improvement plans for subject areas vary in the specificity of actions to tackle areas for improvement; although, in many cases, linking senior managers to poorer performing areas has been very effective in improving success rates. The collection of students' views has been strengthened through student forums.
- The college offers a good range of A-level subjects and an increasingly broad range of vocational courses, from foundation to advanced level. It provides learning opportunities for a significant proportion of young people from disadvantaged backgrounds. It offers new specialist qualifications where there is proven demand and where they will assist the students' progression to higher education or employment. A number of new courses have helped students to make the transition successfully from GCSEs to A levels.
- A range of good partnerships with local organisations, charities and employers help students to integrate successfully with local communities, to raise their aspirations and to gain work placements. Good links with a number of prestigious higher education institutions ensure students benefit from good progression opportunities and also mentoring during their time at college.
- An atmosphere of respect, dignity and tolerance is very evident in all areas of the college. It takes seriously its key priorities for equality and diversity, although the college's published equality objectives are not sufficiently reflective of these. Actions to ensure male students achieve as well as their female counterparts have yet to be fully successful on some foundation and advanced level courses.. The college has yet to carry out an analysis of whether its actions to reduce any gaps in achievement were successful in 2012/13.
- Arrangements to ensure the physical safety and well-being of students are good. The college meets, and goes beyond, its statutory requirements for keeping students safe. Students feel safe around the college and in the local community, and staff are highly visible and vigilant in monitoring behaviour and ensuring adherence to college rules. Managers analyse trends in incidents relating to students' safety and child protection, and use this analysis to arrange relevant training for staff and awareness-raising events for students. Updating for governors on recent changes in legislation is not sufficiently timely.

Record of Main Findings (RMF)

St Francis Xavier Sixth Form College

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	16-19 study programmes
Overall effectiveness	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Mathematics and statistics	2
Sociology and social policy	2
Politics	2
English	2
Business	2
Accounting and finance	2

Provider details

Type of provider	Sixth form college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 1351							
	Part-time: 0							
Principal/CEO	Stella Flannery							
Date of previous inspection	June 2009							
Website address	www.sfx.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	6	0	72	0	1281	9	0	0
Part-time	0	0	0	0	0	0	0	0
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	0	0	0	0	0	0	0	0
Number of learners aged 14-16	0							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							

Contextual information

The college, situated in Clapham, South London, is a Roman Catholic institution under the trusteeship of the Roman Catholic Archdiocese of Southwark. The mission to provide post-16 education for Catholic students from local Catholic high schools has been extended to include students of all faiths and none, educating young people from a wide variety of cultural and spiritual backgrounds in a community atmosphere based on mutual respect. With changes in the local population and the development of new sixth forms in local Catholic secondary schools, the number of Catholic students enrolled has declined to 41%. The college is committed to ensuring a caring and rewarding environment for all its students and to providing a safe and welcoming space for spiritual and personal development. Collective acts of worship include daily prayer and regular liturgical events that are inclusive.

Information about this inspection

Lead inspector

David Martin HMI

Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the associate principal, curriculum quality improvement, 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 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013