

Wyke Sixth Form College

Sixth form college

Inspection dates		1–4 October 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
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:

- Managers have focused relentlessly and successfully on improving student pass rates over the last three years and establishing a strong aspirational and improvement culture. Students have a highly positive attitude to learning.
- Provision is outstanding in science and mathematics, languages and literature. These areas are characterised by high levels of student enjoyment, participation and intellectual curiosity.
- Much good teaching leads to students making at least good progress. Students who are disadvantaged or who have been less successful at school make good progress.
- A highly effective tutorial programme offers excellent academic support for learning. Personal tutors, supported by learning mentors, work very effectively in supporting students to improve their work and achieve better grades.
- Partnerships are strong. Stakeholders are unstintingly appreciative of the contribution of the college in raising standards of education in the area.
- Progression rates to university are good. Two thirds of successful applications in 2012/13 were from homes where neither parents nor carers were graduates.
- The governing body has a good oversight of college performance and the performance of senior leaders.

This is not yet an outstanding provider because:

- A minority of teaching requires improvement. The very best teaching practice is not sufficiently shared to enable weaker teaching to improve more rapidly.
- The proportion of students, who achieve higher grades, although rapidly improving, remains too low. Student performance in a small minority of subjects is not yet good enough.
- Quality assurance systems are applied inconsistently across the provision.
- Teachers miss opportunities to raise awareness of equality and understanding of diversity in lessons.

Full report

What does the provider need to do to improve further?

- Improve teaching, learning and assessment across all provision by ensuring that all teachers develop a wider range of learning strategies that fully engage students and promote their independent learning skills. Share the college's best practice to develop all teachers' skills and to raise standards of teaching, learning and assessment from good to outstanding.
- Tackle the remaining underperformance in the few weaker subjects and in doing so increase the proportion of higher grades at GCE A level so that they exceed national benchmarks. Share the best practice within the college to allow more rapid improvement in these areas so that all students benefit from high-quality lessons that enable them to make the progress needed to achieve their potential.
- Ensure quality assurance systems are applied consistently in all subject areas to tackle underperformance and enable high-quality delivery across all college provision. Make sure that the lesson observation system always indicates what teachers need to do to improve and is linked to both the appraisal process and staff training and development.
- Provide further development opportunities to help teachers to promote equality and diversity successfully in their lessons so that students develop a wider and deeper understanding of these issues. Use the lesson observation system more effectively to monitor how this aspect of teaching and learning is being developed.

Inspection judgements

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

- Over the last three years there has been a concerted focus on improving student outcomes. Results in both academic and vocational courses have improved at A level and now a significant majority are in line with or above the sixth-form college national average. College data for 2012/13 show a rapid rise in A-level results across several subject areas. In a few subjects student outcomes remain too low. The achievement of higher grades at General Certificate of Education (GCE) A-level, while improving year-on-year, still remains below the national average.
- The percentage of students achieving grades A* to C in GCSE mathematics is high. College leaders acknowledge that the proportion achieving higher grades in GCSE English, while above national average, requires further improvement. Success rates for the small numbers of students on functional skills courses in English and mathematics are also low. Teachers focus well on developing students' English skills in lessons but they pay less attention to the development of mathematical ability.
- Most students make very good progress and some make outstanding progress. In the subject areas inspected, students make excellent progress in developing subject knowledge and understanding. Students on a few courses do not make the progress expected. While overall achievement for more-able students has improved over the last three years, a minority underperform.
- The overall standard of students' work in lessons is good and occasionally outstanding. Many teachers are ambitious for their students. Attendance rates and punctuality are high and contribute significantly to the rising levels of achievement.
- Gaps in achievement between different groups of students have narrowed. Students who have previously underachieved at school make good progress. Disabled students and those with learning difficulties also make good progress. Students' progress is monitored closely; any who are at risk of underachieving are identified quickly and swift intervention is made to stop them falling behind. The college tutor systems play a key role in ensuring that students succeed.

- The college provides a harmonious environment in which high aspirations, positive community values and the growth and care of the individual are nurtured and promoted. Intellectual and spiritual enquiry are encouraged and embraced by many. Inspectors were highly impressed with the students' maturity, personal development and high levels of confidence. Students have very positive attitudes to learning.
- A high proportion of students gain a place at university or progress to employment. An increasing number of students are successful in their applications to the Russell Group universities. Many obtain useful additional qualifications and some gain valuable workplace experience. In 2012/13, two thirds of those who went to university were from families with non-graduate parents or carers. Progression between different levels, and especially from GCE AS level to GCE A level, is good.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good. Teachers encourage a culture of cooperation and endeavour that supports students to succeed. Information from assessment is well used to plan lessons, inform on further improvement and support students to make good or better progress.
- Lessons are generally thoroughly planned and incorporate a range of learning activities. In the better lessons, creative and well-paced activities engage students and learning is effectively extended to support excellent levels of progress. Students' interaction is good and they collaborate effectively in class to support each other's learning. The promotion of peer learning to enhance the quality of learning activities is good.
- In science and mathematics, languages and literature much teaching is outstanding which is characterised by an excellent range of learning activities that fully engage students. The level of student enjoyment, participation and intellectual curiosity is high and sometimes exceptional. Independent learning is actively promoted and students respond with high-quality work and acute observational comment and challenge.
- Lessons that required improvement are characterised by a lack of sufficient pace and challenge and learning activities which do not develop higher-order thinking skills. In these lessons questioning is underdeveloped. Activities and work are not always appropriately designed to ensure the most able benefit fully and are sufficiently challenged. Opportunities to work collaboratively or to reinforce learning are limited. Questions lack depth and do not ensure that students' learning is reinforced and challenged.
- There are some inconsistencies in how priorities for staff training and development are identified. Systems for highlighting good or outstanding practices are not clear. Consequently, highly effective strategies observed within subjects, such as science, mathematics, English, and sport are not sufficiently spread across the curriculum to enable all teaching to be good or better.
- Attendance monitoring is rigorous. Reasons for absence are followed up swiftly by tutors and learning mentors. As a result of this, the college has seen a sustained improvement in attendance. Punctuality is good.
- A well-planned tutorial programme offers high levels of pastoral and academic support for learning. Strong emphasis is given to social and cultural development and study skills to ensure students are fully prepared for progression. Personal tutors, aided by learning mentors, work very effectively in supporting students to improve their work and achieve higher grades. Support for disabled students and those with learning difficulties is good.
- Students value the personalised support they receive from all staff. Students benefit from thorough initial assessment and staff make good use of the results to set targets with students that they can aspire to. An effective pre-course programme, 'Wyke Start', gives students the opportunity to experience college life prior to enrolment and this helps them make positive and informed choices about their programme of study.

- Assessment and feedback on work are of good quality. Students know and understand what to do to improve their work through effective marking. Spelling and punctuation are regularly checked to support the development of students' written English skills. However, the college has not yet developed the same focus on mathematical skills.
- The college's electronic monitoring and communication system, known as 'eRecord', is fully embedded. Individual student tracking and monitoring procedures and feedback from teachers quickly identify where individual students are falling behind or are not producing work of a high enough standard.
- Resources to support teaching and learning are very good. Classes taught in high-quality accommodation present a positive learning environment. Colourful and informative displays around the college, celebrating the successes of students, provide positive role models.
- Excellent support, advice and guidance ensure students are fully prepared for the next step in their learning. A high proportion successfully progress onto higher-level study, many of these being first generation applicants. The 'Flyers' programme offers additional activities and academic challenge to the more-able students to support their positive progression to the most selective universities. A wide range of trips and enrichment activities enhance learning and help develop students' employability skills.
- Teachers do not make the most of naturally occurring opportunities within lessons to deepen students' understanding of equality and diversity.

Science and mathematics 16-19 study programmes

Outstanding

- Teaching, learning and assessment are outstanding. Success rates are very high. Retention and many pass rates are significantly above national averages. In a small minority of subjects there is a low proportion of high grades but across the provision most students make excellent progress from their starting points. Students have good attendance and a high proportion progress to university.
- Teachers have high expectations of students and use their good subject knowledge very effectively. Excellent directed questioning techniques are used widely with skilful probing that develops higher-level thinking skills. A good range of strategies is used to support less-able students including the effective use of prompts to elicit oral answers.
- An excellent range of learning activities in each lesson successfully engages students. For example, the good and widespread use of mini whiteboards enables teachers to check understanding speedily. Practical activities are very well organised and often designed to enable the students to discover results for themselves.
- Very good use is made of subject diagnostic assessment to target support, inform intervention and ensure that students are directed to appropriate courses. Pre-enrolment taster sessions prepare students well for the courses. Monitoring of students' progress is highly effective and the progress reviews provide students with useful suggestions for improvement.
- Teachers provide many activities outside the classroom to encourage the development of high aspirations. These include: a good range of external speakers, a very strong programme of activities aimed at the most-able students, a variety of subject-specific enrichment and encouragement for students to participate in a range of national challenges. There is effective preparation for those aspiring to study medicine at university.
- Assessment practices are excellent and teachers regularly assess the extent of learning. Results from tests are carefully analysed so that areas of weakness can be tackled. Feedback on marked work is detailed and very constructive, with appropriate hints and guidance. For example, in biology both strengths and targets for development are highlighted for each area of the topic.
- The importance of the correct use of terminology and language is stressed in courses. Spelling, pronunciation and oracy are successfully developed through class discussions and group work.

The sciences include a strong focus on mathematical skills, using specific support lessons and targeted mathematics booklets. Collaborative and research skills are routinely encouraged in classes. Practical lessons include a strong emphasis on health and safety and take place in well-appointed laboratories.

- The range of support provided by the teachers is excellent and highly praised by the students. Staff offer much individualised advice and assistance. Peer support is very effective, especially between students at different levels of courses. The excellent working environment in the mathematics and science areas, including easy access to the e-centres, is very conducive to study. It enables access to prompt assistance and promotes students' discussion of work.
- Curriculum provision and delivery are very responsive, with modules and delivery methods adapted following feedback and identified gaps in students' achievements are promptly tackled. Students across the provision work harmoniously together. Topics promoting equality and diversity are not sufficiently identified in lesson planning documentation to ensure they are promoted in class work.

English Languages, Literature and Culture 16-19 study programmes

Outstanding

- Teaching, learning and assessment are outstanding. High-quality teaching, learning and assessment have resulted in excellent success rates for students. Students make very good progress in relation to their starting points, and in English language and French this rate of progress is exceptional.
- The level of student enjoyment and active participation in lessons is high. Students are motivated by teaching that is creative and innovative. This is particularly the case in English language. Teachers use a wide range of effective learning resources, including structured booklets, video clips and references to popular culture, to consolidate students' understanding.
- Students are actively encouraged to take responsibility for their own learning. A culture of aspiration and success is evident among students, who demonstrate a thirst for knowledge and a high level of intellectual curiosity. Well-planned collaborative learning ensures that students learn from and support each other very commendably. Peer teaching and assessment activities effectively encourage independent learning.
- Students develop in confidence over time through a strong focus on improving their oral and presentation skills. Students contribute fully to small-group and whole-class discussions, challenging and debating each other's thoughts and ideas respectfully. Modern language conversation classes accelerate progress in spoken language at a rapid pace. Students are able to offer creative and imaginative interpretations of texts.
- The analytical skills of students are successfully developed in lessons and students who study English demonstrate a very strong understanding of linguistic terminology. For example, even within the first few weeks of the GCE AS English language course students were impressive in their ability, with high levels of accuracy and ease, to apply the range of 'Language Keys' developed by the department.
- The assessment of learning and progress is rigorous and robust. The majority of students receive regular and detailed written feedback, which strikes an appropriate balance of praise and targets for improvement. In modern languages, learning is checked and consolidated effectively through a wide range of assessment strategies. The quality of questioning strategies in lessons for students studying English is occasionally variable.
- Teachers focus on improving students' written work and routinely correct mistakes in grammar, spelling and punctuation. Modern language teachers are particularly relentless in their pursuit of technical accuracy and standards of vocabulary are high.

- Teachers work very cooperatively with the students' personal tutors to set challenging action points that are rigorously monitored to inform a range of intervention strategies. Opportunities for subject-specific advice and support are plentiful. Teachers offer a wide range of revision sessions, conversation classes, master-classes and one-to-one support outside of lessons, in a relentless pursuit to ensure that students are successful.
- Students benefit from a wide range of extra-curricular activities that extend learning beyond the classroom. Students studying English participate fully in activities such as theatre trips and poetry writing competitions, with one student recently winning a prize in the national 'Youth Speaks' public-speaking contest. Modern language and classical civilisation students benefit from many trips abroad.
- Planning for discussing, celebrating and promoting equality and diversity in lessons is insufficient. Opportunities for equality and diversity discussions, celebrations and promotions are sometimes missed.

The effectiveness of leadership and management

Good

- Leadership and management are good. The Principal, governing body and the senior team have developed a clear vision: 'to inspire and support all students to achieve exceptional success'. The Principal leads by example. He strongly promotes an aspirational, caring and questioning culture. By adopting such an approach he has guided the college through a period of ever-increasing success.
- The college has made its strategic priority to develop a respectful environment where learning can flourish. The college has been effective at securing a consistent rate of improvement in the majority of subject areas. A minority of areas underperform but these have been clearly identified by college leaders and appropriate actions are in place to bring about improvements. There is a strong emphasis across all college systems on improved outcomes and high expectations for student success.
- Governance is effective. The governing body places a strong strategic emphasis on improvement and with a commitment to local and national priorities. It takes a comprehensive view of the work of the college and offers supportive and effective challenge although reporting to them has not always been detailed and timely. It possesses a good range of experience and expertise of which full use is made to monitor the educational performance of the college.
- The college works effectively with external stakeholders. It has worked innovatively and extensively with a range of partner high schools to secure smooth transition and to share resources, teaching and good practice. Stakeholders are unstintingly appreciative of the contribution that the college has made towards raising standards of education in the area.
- Staff development has a strong focus on improving success rates for students. However, it has not made full and effective use of the many examples of good and outstanding practice to ensure that all teaching is good or better. A new faculty structure has been developed to focus improvement and development strategies still further but it is too soon to measure the impact.
- The college has taken appropriate action in areas that were underperforming. Performance indicators are set for all courses and progress is monitored through regular performance-management reviews. Teachers and managers are held accountable for the performance of their students through subject-review meetings which take place with the senior team.
- There are inconsistencies in the quality of staff appraisals. At best, appraisals for all staff include detailed targets for student outcomes and improvement in teaching, learning and assessment but too many do not include either, and in these, targets are not fully developed. Lesson observations do not always indicate what teachers need to do to improve and are not consistently linked into the appraisal process.
- The curriculum matches students' needs. There is a variety of study programmes, the majority built around GCE A and AS study, which meet the needs of individual students. These include

the 'Fast Track' programme and the 'Flyers' programme which are popular and growing opportunities for more-able students to experience additional challenge.

- Inspectors broadly agreed with the judgements reached by senior managers and governors in the college's self-assessment. The self-assessment recognises that there is a need for sharper and measurable target-setting but to date this has not been achieved consistently and the college quality-assurance processes have not identified this sufficiently.
- The college listens carefully and is very responsive to students' views. Students are represented on a range of bodies. They speak very highly of the safe, supportive environment, where they experience mutual respect. They also value the opportunities, ambition and direction which the college has given them.
- The college meets its statutory requirements for safeguarding students. The college has invested heavily in personal tutoring and students appreciate the close monitoring and support from their tutors. This investment has had a strong impact on improving success rates and high attendance. Systems for monitoring the performance of different groups of students are fully developed. Students from disadvantaged groups succeed at least as well as other students and there are no significant achievement gaps in relation to pass rates. Gaps in achievement between different groups have narrowed.
- The college has developed a welcoming, well-equipped and respectful environment where students at different levels and from a variety of backgrounds, can socialise together and flourish. Students feel equally valued. The college has been successful through group tutorials and in extra-curricular activities in promoting students' tolerance and the appreciation of diversity. Many of these activities are led by students. Good arrangements are in place to ensure that equality and diversity policies and procedures are up to date. However, further work is required to develop the promotion of equality and diversity through lesson planning and content.

Record of Main Findings (RMF)

Wyke Sixth Form College		
Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	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
Science and Mathematics	1
English	1
Languages, Literature and Culture	1

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: 1,394							
	Part-time: 7							
Principal/CEO	Jay Trivedy							
Date of previous inspection	Feb 2008							
Website address	www.wyke.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	34	N/A	92	2	1,227	24	17	N/A
Part-time	2	N/A	1	N/A	2	2	N/A	N/A
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of learners aged 14-16								
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)							
At the time of inspection the provider contracts with the following main subcontractors:	None							

Contextual information

Wyke College is situated on the western edge of the city of Kingston-upon-Hull. It serves approximately 1,300 students from the city and the East Riding of Yorkshire. Around 50% of students live in the city of Hull, where one third of the working population is unemployed. The college has grown significantly in recent years. The significant majority of college students are aged 16 to 19 and 85% are on A-level programmes. Within the area, post-16 education is also provided by one other sixth form college and a further education college. There are 15 secondary schools in Hull with one having a school sixth form. The proportion of local school leavers within the city of Hull achieving five or more GCSEs at grades A* to C was below the national average at just under 50% in 2011/12. Within the college's Hull catchment area, unemployment is high among young people. While the East Riding has pockets of deprivation, it is generally an affluent area and is ranked among the least socially deprived areas in England.

Information about this inspection

Lead inspector

Patrick Geraghty HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the deputy principal 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>

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 Street](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013