

Great Yarmouth College

General further education college

Inspection dates		01–04 October 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
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:

- Success rates on long courses for students aged 16 to 18 year have increased and are high, and for those aged 14 to 16 are very high. The proportion of students who progress to higher-level qualifications and into employment is also high.
- The large majority of teaching, learning and assessment is good. Teachers and support staff have a strong focus on developing students' skills for employment. Students are well motivated to achieve and their behaviour is good.
- Support for students is good, including much improved initial advice and guidance and effective support for students who need extra help.
- Excellent leadership from the Principal, supported by governors and senior managers, has brought about a very positive culture, which better focuses on the needs of students. A clear strategic direction has improved the provision for students.
- Managers make effective use of partnerships with local agencies to encourage adults and young people into education or training.
- Managers' better monitoring and implementation of improvement actions has raised standards of teaching and learning and increased success rates.

This is not yet an outstanding provider because:

- A small minority of lessons requires improvement and too few lessons are outstanding.
- Teachers do not use targets sufficiently well with students to challenge them to achieve higher standards of work.
- The use of information learning technology (ILT) in lessons and resources on the virtual learning environment (VLE) is too variable and does not adequately support students with independent study.
- Success rates require further increases on apprenticeships programmes and GCSE and functional skills qualifications in English and mathematics.

Full report

What does the provider need to do to improve further?

- Focus teachers' attention on using a wider range of teaching strategies to ensure maximum challenge to all groups of students. Reduce the extent to which students depend on teachers for help with completing coursework and support them further to improve the thinking and practical skills necessary for higher levels of achievement. Provide students with assessment plans that show how and when assessment will take place for all their study.
- Review the setting of targets for students, including how they are written, implemented and monitored. Use targets with students to challenge them to make better progress and improve their work. Review students' involvement in setting targets to ensure it is purposeful and helps them reflect on the development of skill and knowledge rather than too much focus on completing tasks.
- Develop skills in using ICT imaginatively and creatively to improve learning. Remove barriers to access to ICT and improve the range of hardware and software resources to support this. Provide more resources on the VLE and use it more fully to support learning beyond the classroom.
- Ensure that governors and managers at all levels keep a sharp focus on increasing success rates on GCSE and functional skills qualifications in English and mathematics, and framework and timely success rates on work-based learning programmes. Ensure improvement actions are clear and measurable with challenging timescales and success criteria, and monitor progress against these regularly.

Inspection judgements

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

- Over the past three years, success rates have increased considerably. The largest provision is for students aged 16 to 18 on long courses and the proportion that successfully completes qualifications is now high. Historically the proportion of adults gaining qualifications has been low. In 2012, managers implemented an effective action plan to bring about improvements. College data indicate that the proportion of adults now successfully completing qualifications has increased markedly and it is the same as for similar colleges. The proportion successfully completing short qualifications has also increased and is now at the national average. Success rates for students aged 14 to 16 on school link programmes are very high and the majority of these progress to full-time courses at the college.
- The large majority of students make good progress relative to the qualifications they achieved before coming to college. Teachers challenge students to complete higher-level courses and more students are now enrolling on, and achieving intermediate level qualifications than was the case two years ago. Students who require extra help to achieve qualifications perform very well. Students' attendance and punctuality have improved and these are now good on most courses.
- The provision of apprenticeships has increased recently, in particular in the care and engineering industries. The proportion of apprentices who successfully complete their qualifications, and complete qualifications in the planned time, has risen in the past three years and is now around the national average.
- Teachers are effective in helping students to gain skilled jobs through completing additional qualifications and these are highly valued by students. For example, business administration apprentices completed a book keeping qualification, and health and social care students completed an introduction to Portuguese to meet demands in the local care industry.

- Students' conduct in lessons and in the college's social areas is good. Students enjoy college life, participate enthusiastically during practical and theory sessions and produce work of a high standard. On most courses, students successfully complete work on projects where commercial standards are required. For example, media students produced a promotional film for the Great Yarmouth Maritime Festival, and hospitality and catering students regularly manage events outside the college.
- Managers and teachers create a very positive culture of success through annual award ceremonies. These are well publicised to students and motivate a large majority of them to work hard. In hairdressing, beauty therapy and engineering, students have been successful in winning regional and national skills competitions.
- Teachers use visits to locations outside the local area well to inspire students. For example, travel and tourism students have visited London hotels and tourist attractions, and art and design students have undertaken field trips abroad. On the majority of courses, teachers organise stimulating work experience and community projects that help students prepare for and gain employment. For example, construction students work with the local council on a heritage project to renovate a graveyard. A well-organised work experience project in partnership with the local hospital successfully encourages young people to progress to full-time college courses.
- Managers have been successful in closing the gap in performance for different groups of students. They analyse data well to identify concerns and are effective in improving different groups' performance. The proportion of students who achieve functional skills qualifications in English and mathematics is just below the national average and requires improvement, as does the proportion achieving grades A* to C in GCSE English and mathematics.
- The proportion of students moving to higher levels of learning at the college has increased over the past two years and is high. Teachers and support staff have a strong focus on enabling students to gain jobs and the proportion of those who go into employment is high across most subjects. Managers have very good links with local agencies and schools to identify and provide training for people not in employment, education or training. For example, a very successful project with community health nurses supported a group of young mothers to return to college to complete qualifications.

The quality of teaching, learning and assessment	Good
---	------

- Since the last inspection teaching, learning and assessment have improved and are now good and this matches the increase in success rates. The large majority of lessons are good and ensure that students acquire knowledge and skills quickly and securely, and make good progress. In almost all other lessons, students make at least adequate progress and inadequate lessons are very rare. However, very few lessons are outstanding.
- Staff are passionate about raising students' aspirations and most have high expectations of students. Often teachers use their vocational expertise well. They provide purposeful and lively learning environments, particularly in workshops, hairdressing and beauty salons and the public restaurant. Staff motivate students successfully, for example by celebrating their successes and by linking their learning strongly to future employment and prosperity.
- Staff undertake a thorough assessment of each students' ability prior to the start of courses to identify students' prior attainment accurately and promptly. They use this information well to plan learning and place students on the correct level for English and mathematics. Teachers often integrate the development of students' use of English and mathematics skilfully into vocational learning, for example by using glossaries and lists of frequently misspelled words.
- Teachers plan learning well in comprehensive schemes of work and they use a wide range of strategies to interest and involve students. Teachers structure their lessons carefully and often

set demanding timescales to ensure a brisk pace of learning. They question students frequently, but in a minority of instances do not direct their questions widely enough to involve all students. In a minority of lessons, teachers do not challenge students to explore the subject fully through more detailed or lateral forms of enquiry.

- Too few teachers make sufficient use of information and learning technology to enliven lessons, in some cases this is because of limited resources. The extent to which teachers provide information and resources for students on the VLE, in order to help with homework and provide more challenge to students, varies too much across subjects.
- Managers have successfully placed a strong focus on improving teachers' use of assessment to support learning. Teachers assess learning frequently during activities and often involve students in peer and self-assessment, which is largely successful. Teachers inform students about assessment plans for individual units, but not all students have a clear picture of assessment requirements over their full course.
- Staff responsible for work-based learning focus increasingly on providing high standard coaching and support for their learners and good practice is evident in several subjects. Historic issues of insufficient assessment and limited support for learning are reducing rapidly and current learners make good progress. Employers support their learners well, but do not always contribute fully to maximising their opportunities to learn.
- Teachers set appropriate coursework and mark it well with an emphasis on high standards of presentation, grammar and spelling. Occasionally, teachers give students guidance for completing coursework, which is too prescriptive. For example by providing detailed fact sheets that are closely aligned to assessment criteria, rather than developing students' more complex practical and thinking skills required for higher levels of attainment.
- Staff provide very good support in helping students develop independent study skills. Learning support staff are well qualified and deployed very effectively to ensure that students requiring extra help achieve their qualifications. Staff provide very good additional individual support to vulnerable students and have a wide range of specialist expertise, for example in giving support to students with Asperger's syndrome.
- Staff monitor students' progress closely. They work with students to set a range of targets to promote good progress and these help students to complete tasks on time. However, targets are not fully effective. They are often too numerous and do not sufficiently focus on improving students' work.
- Staff provide students with reliable and accurate advice and guidance about their suitability for courses, focusing on what is right for each individual and being mindful of their ambitions. They prepare students for study well through pre-enrolment sessions and inductions and, accordingly, students settle quickly into college life.
- In most subjects, teachers promote students' understanding of equality and diversity well. Staff and students work collaboratively and inclusively in learning activities. Staff tackle any barriers to learning robustly. Staff help students well to understand and respect diversity, for example, in culture, religion and sexual orientation.

Health and social care, early years and playwork**Apprenticeships**

Good

- Teaching, learning and assessment are good. Managers have implemented effective strategies to improve the previously slow progress made by learners and the large majority of current learners are making good progress to achieve their qualifications within the planned time.
- Most learners undertaking apprenticeships in health and social care and children's workforce development already have a broad experience of work in these areas. Assessors provide good opportunities for learners to use the expertise gained from this experience and accredit it as part of the assessment process.
- In reviews and one to one coaching sessions, assessors make very good use of directed questioning to check, challenge and extend learners' understanding. This enables learners to apply their learning directly to their own work place. For example, a care manager in a residential home was able to apply knowledge gained about personality tests on leadership styles to work with new members of staff in the management team.
- Assessors are very effective in facilitating learners' ability to study independently and to make good use of ILT. They help learners to identify a wide range of material from within the workplace and through textbooks, handouts and internet research. Learners undertaking children and young people's workforce development apprenticeships have access to a good range of online learning materials and web-based resources.
- Support for learners is very good. Learners highly value the regular support they receive from assessors and appreciate the ease with which they can contact them for advice and guidance. Assessors schedule meetings so that they are convenient for learners. New learners receive an effective induction to their apprenticeship programme.
- Employers' support for learners is variable. In the best examples, employers work co-operatively with assessors to ensure that learners have good opportunities to gain a wide range of relevant experience and to ensure that assessments take place. However, a minority of employers do not provide sufficient support and do not allocate enough time for learners to complete aspects of their programme whilst at work.
- Assessors encourage learners to draw on a range of evidence including witness testimonies, previous training and reflective journals to demonstrate how they are developing their skills. They provide timely and accurate feedback on learners' written assignments and pay good attention to correcting spelling and grammatical errors. In too many instances, however, the targets agreed with learners for future development are not specific enough.
- Assessors monitor learners' progress well. They hold regular review meetings with learners, record learners' evidence and plan future learning and assessment opportunities well. Learners appreciate the ease with which the electronic recording enables them to compile their portfolios and keep track of the progress they are making.
- Learners have good access to functional skills English and mathematics and make good progress. Most staff quickly ensure learners have lessons and individual support that best suits their work pattern and ability. A small minority of learners have been reluctant or unable to take part in college-based lessons and this has affected their overall progress. Managers have strengthened the arrangements to provide functional skills more flexibility, for example at the workplace.
- Assessors use their vocational expertise well to help learners' understanding of current issues in health and social care and children's service, for example in relation to health and safety regulations and safeguarding. They help learners to develop skills that will give them new employment opportunities.

- Assessors promote equality and diversity well during assessment and one to one coaching sessions. For example, during an assessment in a residential care home the learner spoke knowledgeably about the importance of ensuring that clients with varying degrees of dementia are included in activities such as communal meals. The learner demonstrated effective communication skills in interacting with these clients.

Engineering, transportation operations and maintenance

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good and the proportion of students who successfully complete courses has increased over the past three years and is high on the large majority of courses. On the advanced engineering Diploma, success rates are below the national average. Teachers plan lessons well using good quality learning resources to develop students' skills and confidence. Students acquire new skills and knowledge quickly, including health and safety and customer care.
- Teachers demand high standards, students respond well and produce high quality work. Most students motivate themselves by setting targets within lessons, which they evaluate closely at the end of the session. Teachers provide high quality demonstrations. These contribute well to students' rapid development of their skills. For example, intermediate level students diagnose complex faults with suspension components accurately, carry out effective repairs, and are able to provide sound justification of costs for customers. Advanced welding students produce accurate welds to close specifications. One student has reached the final of the UK Skills competition.
- Teaching is lively, energetic and purposeful. Teachers take account of students' differing abilities and needs when planning lessons, ensuring individuals develop a wide range of skills rapidly. For example in transportation, foundation level students develop very early in their course good mechanical, employability and customer care skills. However, in a few engineering lessons teachers do not always make efficient use of available machines and specialist tooling and the pace of learning in these sessions is too slow.
- Students make good use of the VLE to access learning and assessment materials and their personal targets and progress records. However, interactive or internet based learning materials are too few to encourage and support learning outside the classroom.
- Teachers plan assessments carefully to ensure students make good progress in achieving their qualifications. They set assignments, class work and practical exercises frequently and mark these promptly. However, some advanced engineering students do not have a clear plan of all the assessments to help them manage their workloads. All students receive motivating and constructive feedback on how to improve their work and teachers encourage students to attempt more advanced work as soon as they are able.
- Teachers and support staff provide students with good advice about their studies, which prepares them well for their course. Students gain from excellent relationships between teachers, support staff and students. These strong arrangements remove barriers to learning and create very good opportunities for students to make rapid progress.
- Students benefit from improved accommodation, machinery and resources that reflect current industry standards. Managers and teachers have developed productive partnerships with employers that provide specialist resources and materials to improve learning. For example, one partnership is developing guidance materials on engineering careers, and employers have donated plastic moulding machines and hydraulic and pneumatic components.

- Teachers integrate students' development of English and mathematical skills well into lessons. Students are able to undertake measurements and calculations accurately in both metric and imperial units and use technical vocabulary confidently. However, teachers do not always correct errors in spelling and grammar in students' written work.
- Teachers prepare students well for working in a range of workplaces. Students develop good communication skills and can adapt their approaches when talking to different client groups. Teachers use community projects well to help students understand the needs of others in society. For example, advanced level welders are working with a local charity to design wheelchairs.

Hospitality and catering

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good and contribute to the high proportion of students who successfully complete qualifications. Students develop good practical skills and confidently prepare and cook a range of complex dishes. They have a very high standard of personal presentation and demonstrate safe working practices at all times. The proportion of students who progress to the next level of learning and into employment is high. Students' behaviour, attendance and punctuality are good.
- Teachers use their extensive industry experience effectively to develop and extend the skills and confidence of students. In most lessons, teachers set students challenging and complex tasks to help familiarise them with the demands of professional kitchens and restaurants. In one lesson, teachers set a group of foundation students the task of preparing the restaurant to a high standard within a challenging time constraint, which they achieved successfully.
- Teachers plan lessons well and make effective use of good quality training environments. In the best lessons, teachers use a variety of challenging activities and ensure learning develops at a pace suitable to maintain students' interest. Teachers constantly check that students are able to complete their work and provide high quality coaching and feedback during lessons. Teachers encourage students to work together. Advanced level students work effectively as mentors and supervisors for foundation level students in practical restaurant sessions.
- In weaker lessons, teachers provide insufficient challenge for the more able and the pace of learning is slow as students wait for teachers to provide clarification or further direction. In a few lessons, teachers did not consolidate learning sufficiently and students were unclear of their progress and achievement.
- Teachers make insufficient use of ILT, including the college's VLE, and a minority of teaching areas do not have adequate learning technology. Teachers do not provide sufficient on-line resources to students to help them extend their knowledge and skills.
- Teachers and support staff provide students with good guidance to help them select a programme that matches their interests and ability. Teachers assess students' skills thoroughly prior to starting at college and are quick to put in place support for those needing extra help with their studies. In the majority of lessons, support staff are effective in ensuring all students make progress, but in a small minority the planning of support is not sufficient.
- Teachers monitor students' progress effectively, but the setting of learning targets requires improvement. Most students do not have sufficient understanding of their targets and how they and their teachers should review them. Although a few teachers challenge students to devise individual targets at the start of lessons, these are not always helpful in reviewing learning.

- Teachers assess students' work accurately. Teachers' feedback is thorough and explains what students need to do to achieve higher grades in their assignments. Students' portfolios are well structured and they contain a good range of high standard work.
- Teachers support students well to develop their skills in English and mathematics. Most teachers correct students' spelling and grammatical errors. Staff integrate opportunities to develop written English and mathematics into vocational contexts effectively, for example in using ratios when interpreting a recipe.
- Teachers provide a welcoming learning environment and students respect each other's differences sensitively. Students demonstrate the social skills necessary to deal effectively with a range of customer needs. Opportunities to consider equality and diversity occur in a few lessons, but teachers do not develop them sufficiently.

Visual arts, media and communication

16-19 study programmes

19+ Learning programmes

Good

- Teaching, learning and assessment are good and students make good progress in developing their skills and knowledge during lessons. Although success rates in art and media courses have been variable, managers have been successful in recruiting skilled new teachers and in using staff development activities to raise standards across the teaching team. This has had a very positive impact on students' experiences. The extent to which students progress to higher level courses and into higher education is good.
- Teachers plan lessons well. The pace of learning is brisk in the majority of lessons and teachers use their expertise effectively to encourage students to produce creative work with the urgency required in professional studios. Teachers are adept at varying the activities during lessons so that students remain engaged in the subject. However, in a minority of lessons teachers do not adequately plan the use of the available resources to keep all students engaged with the task they are undertaking.
- Students improve their skills well during sessions, for example in drawing to represent texture and in drypoint printing during art lessons. Teachers provide an effective induction into the relevant commercial software programmes, particularly in photography and media, and students are confident in using these.
- Students have developed good independent learning skills. They appreciate the value of thorough research into different artists and use this well as they experiment in developing their own creative styles. Students use the internet effectively to research art related topics in film, photography, surface design and textiles.
- Teachers make effective use of ILT in the majority of lessons. For example, in digital media the teacher used video clips of familiar and unfamiliar advertisements as a stimulus for critical evaluation by students. Teachers made good use of the promotional advertisement for the Paralympics to analyse the representation of disability in the media.
- Teachers use their knowledge of students' prior attainment well to structure lessons. Learning support staff are effective in ensuring that students who need extra help participate fully in group tasks and make progress. Teachers use long and short-term targets with students well to pace them through the qualifications. Students are successful in meeting the timescales for completing their assignments and produce work of a high standard. However, students' punctuality at a minority of lessons requires improvement.
- Teachers provide constructive feedback to students on their work, particularly in relation to the use of scale, perspective and texture in art. Students understand and confidently use technical

terms. Teachers challenge all students to contribute to lessons in which they critique each other’s work. Teachers use these opportunities well to develop students’ skills of speaking and listening and their use of contextual vocabulary.

- Teachers make good use of external events and partnerships to develop students’ skills and prepare them for employment. For example, they used a local food festival as a subject for photography students, and media students benefit from a productive partnership with a radio and television broadcaster to gain experience of commercial work. Art students receive good guidance in preparing for higher education, including well-organised lessons in compiling high quality portfolios of work.
- Teachers create a supportive learning environment in which students are confident to experiment with different techniques. Students treat each other with respect and teachers challenge inappropriate behaviour. However, teachers do not always maximise opportunities to celebrate diversity in lessons.

<p>Teaching and lecturing, and training to provide learning support</p> <p>19+ Learning programmes</p> <p>Apprenticeships</p>	<p>Good</p>
--	-------------

- Teaching, learning and assessment are good, as reflected in the high proportion of learners who successfully complete qualifications. Leaders and managers have high expectations of teaching and lecturing trainees and assist them well to gain relevant qualifications within an agreed period and progress further in their jobs.
- Teachers provide trainees with a thorough induction programme, which gives them guidance on planning lessons. This includes aspects such as setting expectations with students, managing challenging behaviour and course administration. Trainees say this prepares them well for working more confidently with the increasing number of students at college with diverse learning needs.
- Trainees receive a wide range of effective support from teachers, mentors and managers to develop their skills, such as advice on rewarding students’ positive behaviour and achievement to promote attitudes, which are more positive to learning. Consequently, trainees build their skills in planning learning and assessment activities effectively.
- Literacy and numeracy assessments undertaken at the start of the course provide trainees, support workers and apprentices in schools with helpful individual targets to develop their skills in these subjects. Teachers encourage trainees well to integrate activities into their lessons to develop students’ literacy and numeracy skills.
- Teachers plan courses effectively for trainees and incorporate the skills they need to respond to the range of students at college. These skills include supporting those with specific learning difficulties and managing behaviour. Employers are very positive about the quality of the training and progress of trainees. They value highly the grounding in teaching and planning that trainees develop, to meet the needs of the students in their organisations. Resources on the VLE to support lesson planning for trainees are underdeveloped.
- Apprentices in schools receive effective support from their assessors to ensure they succeed within the agreed time. Assessors undertake regular reviews and trainees are aware of the progress they have made and the knowledge and skills they have gained.
- Teachers monitor and assess trainees’ progress regularly. The good use by diploma course trainees of peer groups to share their own expertise enables them to develop their skills well. Trainees and apprentices’ targets are clear, timed and they focus well on developing skills. Teachers and mentors monitor progress regularly to ensure trainees and apprentices succeed.

They provide additional meetings to help those who fall behind with their work. Mentors do not routinely record informal discussions with trainees who request help and so they miss opportunities to capture a full picture of trainees' development.

- Teachers provide helpful feedback to trainees on marked assignments with clear guidance on what needs to improve. Trainees' reflective journals include stretching personal development actions, such as broadening reading on theory and improving writing styles. Teaching observation and mentor records identify well trainees' strengths and areas for improvement. Trainees find observation feedback helpful in developing their skills further.
- Information, advice and guidance are good. Teachers and support staff inform trainees and apprentices well of the training opportunities available, together with future progression routes. Trainees progress well from the preparatory level course to the higher-level diploma. The large majority of apprentices train at advanced level and the selection of additional units meets well the needs of their schools.
- Approaches to treating pupils and students in schools and colleges equally, so they can achieve to their abilities, are a strong feature of induction, training, assessment and lesson planning. Preparation for trainees, support workers and apprentices in this area is good.

The effectiveness of leadership and management

Good

- Leadership and management are good. Students, staff and external partners highly value and respect the work of the Principal, whose strong leadership has made an invaluable contribution to securing significant improvements for students over the past three years. The Principal, governors and senior management team, with full support from staff, have positively transformed the college into an organisation, which successfully places the needs of students and of the local community firmly at its centre.
- Managers and leaders have a clear strategic plan and an ambitious yet achievable vision to raise the aspirations and success of all students. They have also developed very effective communication with staff, governors and partners. Governors have a strong commitment to the college and to the community that it serves. The Principal and senior managers keep them well informed about strengths and areas for further improvement and they are becoming more confident about providing effective challenge. Governors recognise that their links to the subject areas are underdeveloped.
- The strategy to bring about improvements in English and mathematics has only been partially successful, as the number of students who complete qualifications in these subjects has remained lower than average for several years. Managers have implemented changes for students from September 2013. However, it is too early to judge the impact of these changes.
- Strong partnership working ensures that the college meets its strategic objectives. Thorough and effective arrangements ease students' transition to the college through well-established links with schools and parents. The consortium that forms University Campus Suffolk provides good access to higher education for college students.
- Managers' well-planned strategy for improving teaching, learning and assessment is effective. They closely monitor the performance of staff and they have invested substantially in training and specialist roles to provide mentoring support for staff. Managers have further improved observing teaching and learning with the introduction of developmental and peer observations to provide additional, supportive feedback. Staff appraisal is adequate and managers take appropriate action to tackle under-performance.
- Much accommodation is in need of refurbishment. In the short term, managers have maximised the impact of the relatively small amounts of funding available. They have relocated engineering, secured improvements in disabled access, developed the fitness gym and improved the pedestrian crossing between the two college sites. Managers have now secured substantial

funding to develop and refurbish the main college buildings, with plans that focus well on the needs of students. Learning resources across the college are good.

- Arrangements for assuring the quality of provision are comprehensive and effective. Managers identify areas of under-performance and successfully implement improvement plans to bring about increased student success. However, observations of work-based learning are currently only of assessment, are not sufficiently evaluative and do not contain clear actions to secure improvements.
- Self-assessment is detailed and thorough, with clear identification of key strengths and areas for improvement. Students are fully involved in providing feedback, with good attention to ensuring that students' views have an impact in securing improvements.
- The strategy to ensure that the curriculum and learning programmes meet the needs and interests of students and employers works well. Initiatives to improve the skills of the local workforce are proving successful, for example in developing customer service for the local tourist industry. Managers work closely with employers to ensure that the curriculum is adapted to allow students to gain the skills and qualifications necessary to progress to employment.
- The management of equality and diversity is good. It is a college priority to widen participation in learning from across Great Yarmouth and actions to encourage people into college who do not traditionally take part in education and training are successful. Managers make good use of a bursary scheme to provide equipment and specialist clothing for students needing help. Students value the priority managers and staff give to protecting them from bullying. Students feel safe at the college and arrangements for safeguarding are thorough, managed well and meet statutory requirements.

Record of Main Findings (RMF)

Great Yarmouth College

Inspection grades are based on a provider's performance:				
1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-19 study programmes	19+ Learning programmes	Apprenticeships
Overall effectiveness	2	2	2	2
Outcomes for students	2	2	3	3
The quality of teaching, learning and assessment	2	2	2	2
The effectiveness of leadership and management	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
Engineering	2
Transportation operations and maintenance	2
Hospitality and catering	2
Visual Arts	2
Media and communication	2
Teaching and lecturing	2
Training to provide learning support	2

Provider details

Type of provider	General further education college
Age range of learners	14+
Approximate number of all students over the previous full contract year	Full-time: 1,444
	Part-time: 3,411
Principal/CEO	Penny Wycherley
Date of previous inspection	March 2012
Website address	www.gyc.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	134	13	491	74	389	149	N/A	0
Part-time	98	469	109	797	60	199	N/A	40
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+		
	149	191	77	311	0	19		
Number of learners aged 14-16	223							
Full-time	N/A							
Part-time	223							
Number of community learners	N/A							
Number of employability students	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"> ■ Fusion hair consultants. 							

Contextual information

The college primarily serves the population within the borough of Great Yarmouth. The minority ethnic population of Great Yarmouth is approximately 3%. The proportion of pupils in Great Yarmouth schools attaining five GCSEs at A* to C including English and mathematics is below the averages for Norfolk and England. The proportion of qualified residents in Great Yarmouth is lower than the East of England and Great Britain averages for all qualification levels. The unemployment rate in Great Yarmouth is higher than that for the East of England and higher than the national rate. The 2010 Index of Multiple Deprivations shows Great Yarmouth to have relatively high levels of deprivation and is ranked 58th out of the 354 local authorities. The proportion of employment in engineering and construction in Great Yarmouth is lower than the regional and national average. The highest areas of employment are in hotels, restaurants, public administration, education and health.

Information about this inspection

Lead inspector

Rieks Drijver HMI

Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal learning and quality as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' 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 students 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.



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

To find out more go to www.studentview.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 students 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