

Chesterfield College

General further education college

Inspection dates		07–11 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:

- Most learners complete their courses successfully and make good progress. The large majority of apprentices successfully achieve their qualifications and most do so within the planned timescale.
- Teaching and learning are mostly good with a significant proportion that is outstanding.
- Most learners enjoy being at college, make good progress in lessons and maintain high standards of behaviour.
- Support for learners is very effective in helping them to achieve their goals.
- Particularly good information, advice and guidance ensure learners are on the appropriate programmes.
- Senior managers and governors set a clear strategic direction for the college and staff share their ambition and high expectations.
- Leaders and managers work well with employers and external agencies to provide a highly responsive curriculum to meet local and regional needs.
- College leaders are highly successful in ensuring that vocational education is very good and most learners succeed.

This is not yet an outstanding provider because:

- In a few lessons, the teaching is dull and uninspiring; in these lessons, learners make insufficient progress.
- In a minority of lessons, across all provision, the promotion of equality and diversity, effective target setting and constructive feedback on learners' written work is inconsistent.
- Learners on a minority of courses do not progress sufficiently quickly in improving their English and mathematics.
- The reviews of targets for staff, although well linked to other processes, are not sufficiently sharp and do not focus clearly on their individual needs.

Full report

What does the provider need to do to improve further?

- Improve teaching, learning and assessment further by strengthening lesson planning, the setting of targets and the marking of learners' work.
- Fully embed the English and mathematics strategy so that teachers help learners make more rapid progress in improving their English and mathematics.
- Raise performance management by the setting of sharp and challenging individual targets with managers and staff, relentlessly focusing on the necessary actions to meet these targets.

Inspection judgements

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

- The proportion of learners completing their courses successfully is high. Success rates have been consistently higher than the national average for learners aged 16 to 18 studying vocational qualifications and very high for all learners studying at foundation level. The proportion of learners successfully gaining their apprenticeship is high and has been substantially higher than the national average for the last three years.
- Overall success rates for different subjects are mostly in line with, or above, national averages. In health and social care, construction, sport, visual arts and independent living and learning skills the vast majority of learners are successful. However, too many AS-level programmes have low and declining success rates, particularly in science and mathematics. Learners on most A-level courses now make good progress from their respective levels of attainment at GCSE. The proportion of those achieving high grades is low.
- The proportion of intermediate and advanced apprentices that achieve their qualifications is high. Staff have a sharp focus on ensuring that learners achieve their qualification on time. Over the last three years, the number of apprentices has grown substantially. Other work-based learners achieve outstanding results.
- No gap exists in the achievement of different groups of learners. Learners needing extra help with their studies and those with learning disabilities achieve particularly well.
- Learners' attendance and punctuality are satisfactory in classroom-based learning and good in work-based learning. They feel safe and their behaviour is good. Learners benefit from tutorials that support study skills and good professional standards of staff. A varied enrichment programme provides learners with significant opportunities to develop skills in employability, enterprise and personal presentation. Participation in sports and non-sporting activities is good.
- The standard of learners' work is good. On most courses, the good development of learners specialist subject skills, prepares them well for employment. In engineering, art and design and independent living and learning skills, learners complete realistic work projects that develop their skills and understanding of working practices and promote independent learning. However, the development of learners' higher-level literacy and numeracy skills is insufficient on a minority of intermediate and advanced-level courses.
- The development of learners' English and mathematical skills in lessons is inconsistent. Success rates for functional skills at foundation level are outstanding. However, too many learners are studying at one or two levels below their qualification aim. The proportion of learners gaining higher grades in GCSE English and mathematics over the last three years is lower than that nationally.

- Learners' progression to higher levels of study, higher education and employment is good at foundation and advanced level. Despite the use of increasingly reliable data to record learners' destinations, the progress of too many intermediate learners is unknown. The number of learners aged 14 to 16 progressing successfully to full-time study at the college is high.

The quality of teaching, learning and assessment

Good

- Learners and apprentices benefit from the very high expectations that teachers, subject managers and senior staff have of them. Teaching and learning, which are mostly good and often outstanding, enable learners to achieve good outcomes in most subject areas. Work-based learners receive high standards of training which lead to success rates well above national rates including the number completing within the planned period of study.
- Teachers and assessors are very supportive of their learners and have positive working relationships. They make good use of learning support assistants, the supportive tutorials and learning resources, such as the college's virtual learning environment (VLE), to develop learners' engagement with learning. Good levels of care and commitment from assessors during one to one coaching and group work engage and motivate apprentices well.
- Teachers and assessors use their good subject knowledge and occupational expertise effectively to motivate learners. The effective system of observation has improved teaching and learning, but observers grade a small minority of lessons too generously. In the best lessons, enthusiastic teachers use their skills and expertise to plan exciting and challenging activities that stimulate learning and meet individual needs. Teachers and assessors use skilful questioning to challenge and stretch learners with different levels of ability.
- Most teachers make particularly good use of information and learning technology (ILT) to promote learning effectively. Staff make good use of the VLE to encourage learning outside the classroom. Learners value the VLE because they can access learning materials and extension activities. In a minority of subject areas teachers fail to exploit fully opportunities to use ILT.
- A small minority of lessons lack pace and fail to stretch and challenge all learners. In these lessons, learners spend too much time listening to the teacher instead of engaging in learning. Learners receive insufficient challenge in class or through target setting to realise their full potential. Inadequate lesson planning and insufficient attention to individual needs makes a small minority of teaching weak.
- The students' services team makes effective use of initial assessment to ensure that learners enrol on a programme that meets their needs. Teachers use information on learners' capabilities effectively to guide them on to an appropriate programme. Apprentices receive a thorough initial assessment of their skills, experience and learning. However, the use of individual learning goals does not routinely build on initial assessment and targets are often simply lists of activities learners need to complete.
- Teachers monitor learners' progress on their main programme well. They make good use of the college's proprietary software for recording learners' performance to set targets and to monitor progress. Use of electronic individual learning plans to record progress against targets varies between subject areas and individual staff. In the best, such as those in health and social care, targets are clear, achievable and challenging. However, in work-based learning and a few subject areas, particularly construction and sport, too many plans fail to record precise or realistic targets.
- Most teachers provide constructive and helpful comments on learners' work, but the quality of feedback varies considerably between subject areas. Learners are generally aware of the progress they make and, where relevant, of their target grades. A small minority of teachers and assessors do not provide sufficiently detailed or frequent comments on learners' work.

- Development of learners' English and mathematics skills is inconsistent in most subject areas, including in workplace learning. A few teachers identify and correct learners' spelling, punctuation and grammar effectively, but this is not the case across all provision.
- The students' services team provides highly effective and timely support for learners requiring additional or specialist help to enable them to achieve. Learners receive good tutorial support, but a few tutorials are not always relevant to their needs. Particularly effective information, advice and guidance ensures learners are on the appropriate vocational course. However, until recently, too many insufficiently prepared learners were on advanced level science programmes.
- Teachers provide an inclusive and positive learning environment. Learners treat each other with respect and courtesy. In arts, education and training and engineering, teachers very effectively promote equality and diversity through the subject area. However, a small minority of teachers fail to integrate equality and diversity within the lesson.

Health and social care

16-19 study programmes 19+ Learning programmes Apprenticeships

Good

- Teaching, learning and assessment are good with examples of outstanding work. Learners make good progress, approach their studies with enthusiasm and develop high standards of work. Outcomes for learners are good and most achieve well.
- Well-qualified teachers use their professional expertise to enrich lessons and to develop and extend the skills and confidence of learners in college and at work. Teachers have high expectations of their learners promoting high standards of moral, social and cultural awareness in approaches to the care of all people.
- Staff plan teaching and learning well. They use a range of motivational activities that challenge learners. In a lesson studying the abuse of the elderly, the teacher used video and current affairs reports well to explore this area sensitively and how to understand its issues. Teachers use good activities and assignments to challenge and stretch learners, taking into account and drawing upon individual learners' strengths and experience.
- Teachers develop learners' skills well in practical lessons. In one lesson, learners were able to demonstrate their learning by choosing the correct personal protective equipment for care work. Teachers introduce and re-enforce vocationally specific words and phrases with careful explanations of the meaning and use, for example, the use of the term whistle-blower.
- To support research for assignment work learners and teachers make good use of the VLE. Learners who have unavoidable absence are confident in accessing the VLE to find information outlining lessons they missed and the resources used. Learners on full time programmes make good use of laptops and mobile telephones to access information and participate in interactive learning activities. Staff have developed an innovative virtual programme to show a range of care facilities. At present apprentices do not use information technology to support the management of their learning.
- Learning goals are clear. Formative assessments enable learners to identify areas where they need to provide more evidence to achieve their target. Assessors use a successful range of assessment approaches to meet individual preferences, including the development of blogs and podcasts to record work placement experience.
- Support for learners with additional learning needs is good. Teachers carefully assess assignments and provide annotated comments and the correction of poor grammar or spelling.

- Information, advice and guidance are good, with regular reviews and everyday use of electronic individual learning plans, enabling learners to develop high levels of autonomy in managing their learning.
- Learners value the opportunity to reach appropriate levels of English and mathematics, which are in line with required industry level competence. Teachers link functional skills well into vocational programmes through practical workshops and lessons.
- In good lessons, teachers are sensitive and promote all aspects of equality and diversity. They give examples from personal experience and creatively challenge possible stereotypes. Learners are able to recognise the importance of communication issues for clients, including hearing loss, respecting linguistic diversity and the use of local dialect.

Science

Mathematics and statistics

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment have not enabled learners to make sufficient progress and achieve as expected. Success rates in 2012/13 were very low on many courses. Teaching, learning and assessment is improving, but inconsistencies remain and teachers do not always provide sufficient challenge to allow learners to make adequate progress.
- In a high proportion of lessons, learners take responsibility for their learning. Teachers set challenging tasks which develop learners' skills to solve problems. In most lessons, teachers improve learners' skills with technical words through use and discussion and by ensuring learners use specialist language precisely. Learners regularly develop numeracy skills. In a physics lesson, learners determined the length of a pendulum, which was several meters long using a meter ruler, recalling the relevant equation, determining the centre of gravity of the pendulum bob and carrying out an experiment.
- In weaker lessons, learners spend too much time listening to teachers who lead and direct activities too much. The pace is slow, tasks unchallenging and group discussions unproductive. Teachers do not take into account prior learning and learners make very little progress or develop independent learning skills.
- The use of ILT in lessons is adequate. The VLE is popular with learners. It provides a useful link to missed work, extension activities for the more able learners and links to resources.
- Managers and staff have improved assessment significantly. Teachers set and mark homework frequently and they regularly chase late work. Their marking is thorough and of a high standard. They provide constructive feedback. Learners learn from their mistakes and they benefit from extra support from teachers if they need help. However, teachers do not routinely correct spelling, punctuation and grammar in all lessons.
- Learners value the extensive enrichment programme. The wide benefits include a session where the teacher supports the learners to set up a business, studying A-level further mathematics and sports. External speakers from industry widen this even further and encourage learners to consider broader employment options.
- Managers and staff have much improved advice and guidance but it is too soon to measure the full impact of their work. Applicants, along with their parents, receive advice from teachers about the demands of the course they have chosen. An effective four-week review is now in place and allows those that find their AS level course is not appropriate for them, change course.

- Knowledgeable and experienced teachers have high expectations of their learners and set them challenging targets. Teachers support learners well, review their progress regularly and closely and set clear short-term targets when they fall behind with their work.
- Effective use of tutorials ensures tutors regularly review attendance, targets and progress and resolve any issues. Support for learners is adequate. Support workers attend lessons alongside learners with additional learning needs taking notes or proof reading. Teachers do not routinely plan or use this resource effectively.
- Behaviour is good and learners respect each other and consider they are safe. However, teachers do not promote equality and diversity sufficiently through the choice of lesson content.

Engineering

16-19 study programmes
19+ Learning programmes
Apprenticeships

Good

- Teaching, learning and assessment are good, as reflected in the outcomes for most learners and apprentices. Highly motivated and skilled teachers use up-to-date engineering concepts and current motor vehicle maintenance methods well to stimulate learning. Motor vehicle learners benefit from effective support from occupationally qualified vocational coaches who relate well to the needs of the less confident learners.
- The majority of engineering and motor vehicle teaching and learning is good or better. Teachers plan lessons well and effectively link theory and practice using a variety of techniques to motivate and engage learners including discussion and debate. They make good use of targeted questions and make imaginative, and particularly effective, use of ILT to support and promote learning.
- In a few theory lessons, learners make insufficient progress because teachers' dominance limits learning and restricts the extent to which the more able are fully stimulated, engaged or challenged.
- Learners quickly develop good practical skills and use tools and equipment confidently in well-equipped workshops. Staff promote health and safety well in all practical lessons and in the workplace. Employers value apprentices' developing high-level skills. They are very supportive and ensure apprentices develop a full range of relevant skills. One engineering employer sent two apprentices abroad to a manufacturing company to understand how to dismantle, test and re-assemble high-pressure gas regulators before returning to the company to train others.
- The promotion of the VLE outside lessons requires improvement for engineering work-based learners. Only a small minority use the VLE to further their knowledge and develop independent skills outside the classroom.
- The large majority of practical assessment is good. Assessors carry out regular and frequent assessments in the workplace, provide good support and keep employers informed about outcomes from progress reviews. Most learners benefit from clear and detailed oral feedback, particularly in practical settings, on how to improve their work. However, in a small minority of assessments, written feedback is cursory and does not explain how learners can improve.
- Learners enjoy their programme and develop good skills in a safe, caring and supportive environment. Care and support in theory, practical and tutorial sessions, are good.
- The monitoring of learners' progress, using the electronic individual learning plan, progress reviews and workshop progress charts, is good. In the outstanding motor vehicle accommodation, learners use a board that displays progress against individual training and assessment targets.

- The engagement of managers and staff with employers is good. Workplace assessors work well with employers to understand the requirements of employers' businesses, and ensure that training and assessment arrangements meet the needs of apprentices and businesses. Employers are very supportive of their apprentices and most make significant efforts to provide suitable workplace opportunities to develop learning and skills.
- Promotion of equality and diversity through displays is effective, but the integration of equality and diversity into subject topics is underdeveloped.

Building and construction 16-19 study programmes 19+ Learning programmes Apprenticeships	Good
---	------

- Teaching, learning and assessment are good and enable learners and apprentices to achieve well. Success rates are high on most courses and on apprenticeship programmes. Learners demonstrate industry standard skills using hand tools and equipment with confidence. In the workplace, apprentices take on more responsibility and undertake more complex tasks as their skills develop.
- Teachers and workplace assessors have good industry experience, which they use to promote best commercial practice. In theory lessons, teachers make effective use of teaching technology to improve learners' understanding. In one lesson, the teacher used magnified images of router cutting tools to show wear resulting from misuse. In another lesson, a quiz consisting of text and imagery was used well by the teacher to provide examination revision on health and safety. Teachers skilfully use questioning to engage with learners, but in a small minority of lessons, checks on learners' understanding are insufficient.
- In practical lessons, learners develop good industry skills in workshops equipped to a satisfactory commercial standard. In a joinery lesson, learners demonstrated competence in accurately measuring, marking and cutting dovetail, mortis and tenon joints. In plumbing, learners installed pipes following design drawings to industry tolerance that required bending and soldering. A small minority of teachers lead and direct too much rather than encouraging learners to reflect and promote skills that solve problems.
- Teachers integrate health and safety into the curriculum and its importance in the workplace well. They regularly provide updates on new processes and reinforce the wearing of personal protective equipment. Assessors, during workplace visits, link health and safety to the apprentices' workplace and their activities. Inspectors agreed with learners that the college and the workplace provide a safe environment.
- Assessment is fair and accurate. On workplace visits, assessors effectively review progress with the apprentice and their supervisor and plan for future on-the-job assessment opportunities to ensure completion within the agreed target time. Portfolios of apprentices' work are comprehensive, forming an accurate record of their achievements.
- Initial advice and guidance ensures learners are on the right course. At enrolment, learners have their written and mathematical skills assessed to identify their functional skills and support needs. In addition to effective learning support in lessons, teachers provide good pastoral support for learners with an identified need. Tracking of learners' progress is good. However, the setting of individual targets to ensure learners achieve their full potential is not always completed, is too vague or not measurable. The majority of learners progress to higher-level courses or employment.
- Teachers adequately develop learners' English skills through discrete functional skill classes and in theory lessons, including the routine correction of spelling, punctuation and grammar. The

teaching of mathematics takes place for all aspects of construction provision. The majority of learners can confidently and accurately measure timber and calculate pipe lengths and brick runs.

- Employers' involvement in the curriculum is good, with an active employers' forum. Employers are effective in influencing the content of the apprenticeship programme to ensure it meets the needs of the local construction industry.
- Learners are respectful, polite, work well in groups and receive basic training in equality and diversity. However, the planning for lessons to promote equality and diversity is insufficient. Staff do not prepare learners sufficiently for the range of customers they may meet at work and how to respect and understand the needs of those from diverse groups.

Sport, leisure and recreation

16-19 study programmes

19+ Learning programmes

Apprenticeships

Good

- Teaching learning and assessment are good. Success rates on most courses are at or above national average and most learners make good progress relative to their starting points and learning goals. In a few courses, where the success rate is below that of learners nationally, provisional in-year provider data for 2012/13 shows an increase in success rates to above the national average.
- Learners benefit from good working relationships with their teachers. Teachers are well qualified and use their experience and expertise effectively to provide a wide range of learning activities that meet the needs of learners.
- In practical lessons, learners develop high-level vocational skills and knowledge through the teachers effective use of questioning and brisk pace. In a practical lesson, learners developed a good understanding of techniques for short tennis and were able to assess their own performance. In a fitness lesson, the teachers regularly checked learners' understanding and learners showed a very good knowledge of exercise for pre and post-natal clients.
- Good theory lessons use particularly effective questioning and a wide variety of learning activities to engage learners well. In one lesson the teacher used video, discussion, group work and worksheets to help foundation learners improve their understanding of nutrition. In another lesson, learners were highly engaged in a group task to identify the structure of the skeletal system.
- The few less effective lessons have poor planning, insufficient questioning to check learners' progress and poor use of resources to support learning.
- Assessment is good. Teachers design assignments well and they provide them to learners ahead of the assessment schedule. All assessment briefs include extension tasks to develop independent learning. This makes learners feel well prepared for assessment. Teachers provide detailed feedback to identify strengths and how learners can improve their work. Teachers use a variety of assessment methods including videos and blogs. However, the correcting of spelling and grammar in learners' work is inconsistent.
- Pastoral and academic support for learners is good. Teachers and support staff ensure that most learners achieve their learning goals. In-class support is effective in enabling good progress of learners with specific behavioural and learning support needs. Careers advice, guidance and support are good. Learners benefit from the industrial experience of staff to understand entry points into the sports sector.

- Learners are able to participate in an extensive range of extra-curricular activities, including sports that develop good employability skills. Examples include coaching qualifications and volunteering opportunities to develop communication, organisation and leadership skills needed to work in the industry.
- Teachers provide vocationally relevant functional skills clearly and effectively. In one lesson, learners constructed a data table on food preferences, which they linked to sports nutrition. In another lesson, learners undertook fitness testing and collecting data to make comparisons against normative data to inform fitness levels. However, teachers' expectations about the level learners can achieve is frequently too low. For example, some advanced-level learners are on a foundation functional skills programme despite already meeting the literacy and numeracy qualification level for intermediate on entry to the programme.
- A few effective cross-college initiatives enable learners to work with different social and cultural groups, particularly sports coaching sessions delivered by learners to different social groups. In most lessons, due to a lack of planning to develop equality and diversity themes, teachers do not promote this area sufficiently.

Visual arts

16-19 study programmes
19+ Learning programmes

Outstanding

- Teaching and learning are outstanding and lead to learners achieving exceptionally well. The standard of work is outstanding in graphics, fashion and art and design. Learners' final major projects demonstrate significant flair and creativity, culminating in innovative exhibitions and fashion shows. Teachers encourage learners to enter national competitions and they frequently win prizes and awards. Most learners progress to prestigious art schools.
- Highly qualified and experienced teachers plan lessons well to include activities, which interest and involve learners. Learners gain excellent practical skills in a wide range of specialisms, including ceramics and silversmithing. Brisk lessons integrate theory very effectively with practice. Learners make many visits to national galleries and exhibitions to develop their visual imagination. Teachers encourage learners to develop impressive sketchbooks. They use these well to monitor learners' development of underpinning knowledge and skills.
- Teachers foster independent learning at all levels. They set very high expectations and learners enjoy challenging activities, which fire their imagination. Foundation-level learners gain confidence through exciting sculpture and drawing lessons. Lessons for learners on intermediate courses make innovative use of photography and digital illustration. Lessons for those at advanced-level focus on enabling learners to become confident, creative practitioners. In a small minority of less successful lessons, learners do not always receive enough opportunities to interpret information for themselves, and challenge is insufficient for the most able.
- Teachers and learners make outstanding use of new technologies to extend learning and monitor progress. Learners use mobile phones to photograph and track the progress of visual projects. Social networking and research sites are used effectively by teachers and learners to share information and discover a wide range of information about arts subjects.
- Studios are very well equipped and learners receive excellent training in the safe use of facilities. Learners can use an impressive range of printmaking, fashion and sculpture equipment. All of the studios are atmospheric and well lit, but some require refurbishment.
- Rigorous and developmental assessment helps learners improve their skills and gain high grades. Informal assessment is clear and constructive, helping all learners improve their performance and gain confidence. Verbal feedback in lessons is positive and inspiring.

- Staff help learners to select the right course through careful interviewing. Learners benefit from outstanding care and motivation from teachers, technicians and support staff. The setting of learning targets is excellent. Teachers, technicians and support staff work tirelessly during lessons and in free periods to help learners improve their drawings and designs. Excellent additional learning support and very good English and mathematics lessons help learners to improve their grades.
- Most learners benefit from very effective and well-established links that staff have made with professional artists. Visits to businesses and studios organised by the "The Lamp Project" help learners to choose their own career paths. An increasing number of learners have gained employment through work experience with local and national art organisations.
- The promotion of equality and diversity is very good. Teachers embed an appreciation of diversity throughout the curriculum, with many projects and lessons focusing on diversity. Visiting artists from Switzerland and Japan help learners to widen their cultural understanding. Learners take part annually in high profile competitions and visual campaigns promoting awareness of disability rights and gender equality.

Teaching and lecturing

16-19 study programmes
19+ Learning programmes

Good

- Trainees develop good teaching and support skills at and above the standard for the level and stage of their course. Success rates are high on most courses in education and training, including those for teachers and learning support assistants. Teachers skilfully support and motivate trainees by using their practical experience from the classroom to enliven lessons.
- Trainees make good progress in lessons and they are clearly developing in confidence. Trainees benefit greatly by having the opportunity to work together to share good teaching practice and innovative ideas to try in the classroom. Learners' work is good and attendance is high.
- Teachers plan the focused and lively lessons well. They are well qualified and experienced. Most confidently use a wide range of activities and resources, including good use of ILT, to engage and motivate the trainees. Therefore, trainees are interested and purposeful and respond well to further challenge particularly in helping them think critically about their teaching practice and to work independently.
- Excellent support from teachers ensures trainees plan confidently and provide creative and interesting learning activities for their students. In the supporting learning sessions, sharply focused questions and regular review and recap, help trainees to critically evaluate and reflect on their practice, including how best they might support their own learners.
- All trainees have a thorough initial assessment. Staff provide good advice and guidance at the start of trainees' programmes to ensure they are on the right course. Effective setting of targets for each trainee helps ensure that most of them complete their programme successfully. Staff use initial assessment well to inform planning and the provision of teaching and learning.
- Teachers make good use of assessment to support and encourage trainees to make the progress expected of them. Trainees understand assessment tasks and find the detailed feedback their teachers provide helpful, particularly in how to improve their work. Teachers employ a good range of assessment techniques including observations, written assignments and professional discussions, which they record electronically.
- Most teachers correct grammar and spelling, but this is not consistent across all programmes. Feedback is not always sufficiently critical or challenging to push the more able trainees. For example, on the supporting teaching and learning in schools programme, assessors do not

routinely encourage learners to take responsibility for their own assessment tasks during observed practice.

- Results for specialist provision to support trainees' development of their English and mathematics are outstanding and this provision ensures learners develop these important skills to the appropriate level for their main qualification. Trainees understand the importance of developing these skills with their own learners.
- Good advice and guidance benefits trainees in assisting them to plan effectively for their futures in teaching and education. Provision is available across a number of subject areas. A subcontractor, Jade Solutions, offers a significant amount of provision with excellent results.
- Very flexible access to programmes, including evening classes, and on-line, allows trainees to undertake study while continuing in teaching posts or volunteering roles. The majority of trainees progress onto higher-level teaching qualifications or gain full time employment.
- Promotion of equality and diversity is an important part of most sessions. Trainees are respectful and have a high level of professionalism. Staff sensitively handled some complex issues. For example, in one session on confidentiality trainees raised the issue of working with students with realigned gender, the teacher encouraged them to consider different perspectives to encourage a good debate and better understanding of this area. Trainees were very aware of the importance of challenging discrimination with students in their own teaching.

Independent living and leisure skills

16-19 study programmes

19+ Learning programmes

Outstanding

- Teaching, learning and assessment are outstanding and enable learners with learning difficulties and/or disabilities to achieve high success rates and successfully progress onto other study programmes, training or work.
- Teaching teams have high expectations of learners and the level and variety of activities meet the needs of learners well. Teachers and support workers are well qualified and have access to a wide variety of professional development updating.
- Learners are highly motivated by stimulating teaching that takes place in the classroom or wider community. Teachers effectively use ILT to include all learners. Standards of work are high and in many cases outstanding. As a result, learners make excellent progress. For example, a learner who originally enrolled onto the pre-16 catering course progressed to foundation studies to build up confidence and skills and has now progressed onto an intermediate vocational programme.
- Learners value highly the outstanding care, support and guidance they receive. Learning support workers provide a comprehensive and extensive range of support for learners in the classroom, the wider college and the community.
- Detailed pre-course information and advice, provided through links with other organisations and partners, are outstanding. Learners highly appreciate this advice and how it helps them and their families make the right choice of learning programme.
- Induction is comprehensive and introduces learners to the opportunities open to them and the high expectations of staff. Learners, who choose their own individual timetable, are highly motivated to participate, learn and achieve. All learners have the opportunity of changing programmes during the first six weeks resulting in a very low number of withdrawals.
- Extremely detailed profiles of each learner ensures all teaching and support staff have relevant and helpful information to support learners in and out of the classroom.

- Well-planned group and one-to-one tutorials encourage learners to set and review their own personal targets. This results in rigorous target setting and a highly effective electronic independent learning profile, which staff and learners use regularly.
- Learners in discrete functional skills lessons gain from good teaching resulting in high achievement and success. However, teachers in vocational lessons do not consistently embed English and mathematics and miss the opportunity to reinforce this in naturally occurring situations
- The extended curriculum and partnership working is outstanding. Extremely flexible programmes engage and interest learners to apply learning through a wide range of options. All learners have an offer of work experience at the college or in the community. Learners value the college's enrichment programme. It develops their broader skills, sets high expectations, and challenges attitudes.
- Teachers and support staff manage learners' behaviour well with clear strategies and actions to ensure learning takes place in a safe environment. In the best lessons, teachers embed equality and diversity into teaching and learning, but this is inconsistent across the provision. Space is limited in a few rooms when learners need wheelchair access.

The effectiveness of leadership and management

Good

- Senior leaders have successfully led the college through a period of significant change. Over the last two years, they have carried out large scale restructuring, and managed major growth in apprenticeship numbers. During this time learners' success rates, for both college based and work based courses, have continued to increase at a rate faster than that seen nationally. Senior leaders have developed a positive culture that solves problems. Communications have improved and lines of accountability are clearer. Staff support the college mission which places a strong focus on vocational provision. They understand and put into practice the college's core values and priorities.
- Senior staff have resolved the areas for improvement from the last inspection and one, improving engagement with employers, is now a strength. Staff are highly responsive to apprentices' and employers' views, and use them effectively to improve provision. College staff work closely with employers to provide successful and appropriate specialist training.
- The Apprentice Academy is an excellent innovative model for the initial engagement of employers in the apprenticeship programme. It provides a first-class learning environment for apprentices, which effectively develops their commercial skills, while being fundamental to supporting the employer engagement focus of the college work. In addition, it ensures a very broad base of apprenticeship vacancies is available to support continuing growth in this provision.
- Senior staff have a very strong focus on teaching, learning and assessment, and its improvement. Teaching and learning advanced practitioners effectively support staff to improve their practice when they have received an observation grade which is less than good. This team is highly regarded by staff. Senior staff changed the teaching and learning observation scheme in 2012/13 to increase its rigour. It now accurately identifies strengths and areas for development and links effectively with other quality improvement arrangements. Senior staff have introduced a more robust management of staff performance. This has led to much higher completion rates than under previous arrangements. However, targets in performance development reviews have insufficiently tight timescales and are not sharp enough.
- Effective use of self-assessment reports and their associated quality improvements plans are having a positive impact on the standard of provision. Of the six weakest areas identified in the 2011/12 self- assessment reports, four improved markedly in 2012/13. All managers have a clear view of the quality of provision and what they need to do to improve it. The quality

assurance for subcontractors is particularly effective. Leaders and managers have rigorous processes for subcontractors to go through before they receive a contract. Managers closely monitor and support subcontractors through all stages of the learners' programme.

- Governors play a strong role in the college. They receive highly detailed information and make good use of it to challenge the senior managers, although this is not always clear from meeting minutes. Governors take an active part and use their skills effectively in self-assessment and strategic planning. Governors have a very clear understanding of the strengths and areas for development of the college.
- Curriculum planning is a major strength. Managers and staff use labour market intelligence very well to plan provision in their areas. They tailor the curriculum very well to meet local and regional needs. Partnership working is highly beneficial to learners.
- Managers and staff thoroughly promote equality and diversity across the college. Learners have respect for one another, and for staff. Their behaviour is good in lessons and outside them and they work well together. Learners are able to discuss different aspects of equality and diversity, but the embedding of this in teaching and learning is not consistent in all subjects and lessons.
- The college meets its statutory requirements for safeguarding. Staff promote health and safety very strongly and learners have a good understanding of it in the workplace and on college sites. Learners find the information available very helpful. They feel safe on all sites and know what to do if they have any concerns.

Record of Main Findings (RMF)

Chesterfield 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 learners	2	2	2	2
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
Science	3
Mathematics and statistics	3
Engineering	2
Building and construction	2
Sport, leisure and recreation	2
Visual Arts	1
Teaching and lecturing	2
Independent living and leisure skills	1

Provider details

Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 4,248
	Part-time: 7,457
Principal/CEO	Trevor Clay
Date of previous inspection	June 2008
Website address	www.chesterfield.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	473	80	827	165	1,899	326	34	127
Part-time	45	126	41	337	296	283	20	364
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+		
	709	642	231	449	1	19		
Number of learners aged 14-16	296							
Full-time	5							
Part-time	291							
Number of community learners	N/A							
Number of employability learners	67							
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"> ▪ SR Education ▪ The Skills Network ▪ W Academy & Education ▪ NS Care ▪ Evolution Training ▪ Envisage ▪ Free to Learn ▪ Stepping Stones Education and Training ▪ Age UK ▪ Utilities Construction Ltd. 							

Contextual information

Chesterfield College is a large further education college with four main campuses located in and around Chesterfield. The curriculum includes courses from foundation to higher education level across all sector subject areas apart from agriculture, horticulture and animal care.

The proportion of students from minority ethnic backgrounds is 6.5%, compared to 5% in the local population. The percentage of pupils who leave school with five or more GCSE qualifications at A* to C including English and mathematics in Derbyshire is 57.2%, 2% below the national average. Chesterfield ranks at 91st in the 2010 Index of Multiple Deprivation and unemployment levels are 2% above the national average. The main employment is in the public sector.

Information about this inspection

Lead inspector

Julie Ashton HMI

Four of Her Majesty's Inspectors (HMI) and nine 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, the end of year quality improvement report 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 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