

Northbrook College

General further education college

Inspection dates		14-18 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		Outstanding-1

Summary of key findings for students

This college is good because:

- Staff at all levels have been highly effective in securing rapid improvements in students' achievement. Outcomes are now good and are still rising.
- Outstanding learning support ensures that students with learning difficulties and/or disabilities achieve particularly well.
- There are no significant differences in achievement between different groups of students.
- Teachers make good use of their subject expertise and industrial experience to ensure that students rapidly develop vocational knowledge and practical skills and are well prepared for higher levels of study, further training or employment.
- Much teaching is good, with examples of outstanding practice. Teachers receive expert support to help them improve their practice further.
- Managers have strengthened arrangements for performance management and tackle underperformance robustly.
- Self-assessment is rigorous and accurate and has contributed positively to improvements.
- Managers have established productive links with a wide range of external partners who offer highly effective training and skills development.

This is not yet an outstanding college because:

- Students' achievements of functional skills qualifications in English and mathematics are no better than satisfactory.
- Managers do not know the destinations of enough students leaving the college to evaluate how well courses and training have supported ambitions for progressing to university, further education, employment or training.
- Teachers' planning for learning is not always sufficiently clear on how to adapt lesson content, resources or activities to meet the different needs and abilities of all students.

Full report

What does the college need to do to improve further?

- Ensure that the teaching of English and mathematics is fully integrated across all curriculum areas in order to improve the outcomes for students on study programmes.
- Through the comprehensive collection and analysis of students' destinations, evaluate how effectively the provision allows students to achieve their ambitions for further study or employment.
- Through targeted professional development, enable all teachers to plan lessons that address the needs of all students and challenge them to fulfil their potential, regardless of their ability.

Inspection judgements

Outcomes for learners	Good
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- The number of students achieving their qualifications improved rapidly in each of the last three years and is now high, well above the average for similar colleges. Students in some curriculum areas achieve particularly well, most notably in health and social care, hair and beauty, performing arts and art and design. The number of apprentices has increased substantially and the large majority of these complete their training successfully and on time.
- Most students make at least good progress relative to their starting point and many students studying health and social care, performing arts and business, in particular, achieve well above expected levels. As a result of teachers' and employers' high expectations, students turn up for lessons or at their place of work on time and ready to learn. During practical lessons, and in the workplace, students consistently demonstrate that they are acquiring appropriate skills and improving the quality of their work.
- Students achieve well, regardless of their heritage, age or gender. Where college managers have identified gaps in achievement rates for particular groups, they have been swift to intervene and to put in place measures that have improved performance. The large number of students who require and receive additional support consistently achieve very well.
- Students have access to a broad range of challenging courses and training opportunities at different levels, allowing them to achieve their goals and to fulfil their potential whatever their previous experience of education. Many students make the positive choice to remain at the college for an extended period. They successfully achieve a series of qualifications, gaining higher levels of training, skills and knowledge, often culminating in them progressing onto one of the college's own higher education courses, for example in music.
- The college has outstanding provision for groups of students often marginalised or vulnerable within the community. The inclusive nature of the college's enrolment policy ensures that, for example, unemployed adults gain access to relevant employability training and that young people in the care of the local authority gain valuable experience of independent living, such as travelling to and from college on their own.
- Teachers guide and support students with learning difficulties and/or disabilities very well towards achieving their qualifications. For example, a group of younger students with physical disabilities were gaining coaching skills through a partnership with a local football club. They not only developed the appropriate vocational skills very effectively, but also improved their confidence in working with other people. Another group of adults with profound and complex disabilities was learning how to communicate effectively through a range of sensory stimuli.
- Many students do not acquire basic skills in English and mathematics quickly enough. Whilst achievement rates have increased in these areas and are now broadly in line with the national averages, a minority of students are still not attaining the qualifications that they will require to be successful in gaining suitable employment. However, teachers have integrated broader life

skills into the majority of courses very effectively. Students work well in teams, grow in confidence and teachers guide them to become more self-reliant in making decisions about their own learning and progress.

- Apprentices work with employers who provide outstanding training opportunities. Frequently, on completion of their training, apprentices continue into full-time employment with the same employer. Many students studying on college-based vocational programmes have valuable experiences of the world of work. For example, art students designed labels for a local wine company and construction students worked on a variety of community projects.
- Teachers have high ambitions for students and, consequently, many students completing advanced-level courses progress directly into employment or continue into higher education. Students are particularly successful in gaining employment or higher education places in nursing and midwifery, computing, the arts, media and psychology. Managers have a very clear picture of the intended destinations of all of the students who leave the college, but they do not routinely collect and analyse data to inform them how successful students are in actually achieving their goals.

The quality of teaching, learning and assessment

Good

- Managers of teaching, learning and assessment have high ambitions for students and staff, which are demonstrated through the comprehensive and outstanding support and care provided to all students. Managers have set high standards for teachers and those who support teaching, learning and assessment, for example the pastoral and learning mentors. They monitor these standards carefully to make sure that all teachers maintain an unerring path towards becoming outstanding. Within a supportive culture of improving learning and assessment, teachers are innovative and imaginative in order to motivate students and improve their learning.
- Planning for learning is thorough and well considered; students' individual needs are met very well by the pastoral and learning mentors who ensure that students receive the right help to enable them to complete their courses. The good range of resources, the easily accessible virtual learning environment (VLE) and the well-equipped classrooms and workshops help students to make the most of learning and develop their skills and knowledge very well. The annual awards recognise the impressive and diverse achievements of students and staff, demonstrating a clear commitment to them.
- Teachers make lessons interesting and lively by using their good professional knowledge and vocational experience expertly when working with students. They give relevant and insightful examples that students enjoy and appreciate. For example, using food to illustrate the layers of the skin helps students to understand the biological aspects of beauty therapy. Such simple and practical examples successfully contribute to students having good outcomes and developing skills that increase their ability to gain employment. A variety of good enrichment opportunities enhances students' learning outside the classroom.
- The majority of teachers use their prior knowledge of individual students thoughtfully when planning, ensuring that each student makes good progress at a pace that keeps their focus. However, in less effective lessons, they do not use students' profiles attentively enough to plan and provide learning suited to the needs of individual students. Consequently, the pace of activities is sometimes slow and the content uninteresting. Such unimaginative lessons are the result of teachers talking too much and not letting students become more active and involved in classwork beyond answering simple questions that do not develop their learning.
- Teachers manage behaviour very well, particularly for those students whose circumstances are challenging. Managers have an inclusive approach and philosophy towards providing suitable courses to keep these students in learning and gain relevant qualifications to help them progress. Teachers' persistence, and the excellent additional support provided, enable students to develop good employability skills. In the majority of lessons, teachers use learning support assistants effectively, but in a few cases their valuable assistance is not used to good effect because they are not involved appropriately in the planning or delivery of the lessons.

- Systems to assess the needs of students at an early stage are robust and suitably focused on making sure that the students are on the right qualification at the right level. Challenging targets enable students to make good progress. However, lack of suitable extension learning activities and insufficient use of different teaching and learning strategies in some lessons do not develop students’ knowledge and understanding enough.
- Teachers give students helpful feedback, hints and tips on how to improve their skills. The majority of students benefit from the college’s clear approach to assessment where teachers routinely correct spelling, punctuation and grammar. This policy, however, is not applied uniformly across the college. Assessing progress and developing deeper learning are not always effective enough because teachers too frequently do not ask or direct questions with sufficient thought or consideration to ensuring all students in the group are involved and challenged.
- College staff have made a well-considered start to ensuring students gain skills in English and mathematics. The teaching is more effective in some curriculum areas such as hair and beauty and performing arts. There are appropriate resources to help teachers deliver learning effectively in the context of their courses, but dull teaching in some areas has not captured students’ attention and interest fully enough to make a tangible difference. Teachers in the more practical areas, for example engineering, have been successful in ensuring students gain relevant mathematical skills and knowledge.
- Teachers provide clear, helpful and informative advice and guidance. Managers have successfully implemented a post-enrolment review to give timely support for learning. Relationships with local schools and employers are good; teachers provide clear details on progression routes to students at the start of their courses, enabling them to make informed choices on their next steps.
- The atmosphere and ethos are very welcoming. Students and staff are respectful of each other and there is almost no bullying or harassment. This is largely due to successful use of a good range of thoughtful resources. Teachers have good awareness and understanding of how to help students appreciate the importance of equality and the benefits of diversity. However, the opportunities to promote equality and understanding of diversity in lessons are not always taken.

<p>Early years</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p> <p>Apprenticeships</p>	<p>Outstanding</p>
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- Teaching, learning and assessment are outstanding and, consequently, the number of students achieving their qualifications is extremely high, well above the average for similar colleges. Students are rightly proud of the very high standards of work they produce.
- Teachers have consistently high expectations of students and therefore students are very successful in progressing to higher-level courses, higher education and employment. Teachers work very closely with local employers to ensure students develop the skills and experience required to work confidently with children and young people and that they learn to put theory into practice very well.
- The VLE is an outstanding resource and students use it well, and value the independence that it gives them to develop their skills and understanding. Teachers publish excellent materials on the VLE and more-able students use these well to extend their knowledge. Students benefit from an extensive selection of e-books that enables them to study very effectively outside of lessons and to keep up to date with any work that they have missed.
- Teachers identify any additional learning needs that students have and provide appropriate support promptly and consistently well. Learning support assistants work sensitively alongside teachers to assist students with a range of support needs including dyslexia, autism and English

language for students for whom English is not their first language. As a result, these students achieve very well.

- Assessment of students’ knowledge in class, work placements and through assignments is thorough and highly effective. Teachers return marked work promptly and give students extensive guidance to challenge them to improve their work to the best of their ability and achieve higher grades. Teachers and assessors question students very well in class, and in workplace observations, to check their understanding of theory and practice and to challenge students to do even better and learn more.
- The development of students’ English skills is outstanding. Teachers ensure that students learn the spelling and meanings of appropriate specialist terminology. Teachers routinely correct spelling, punctuation and grammar and encourage students to see the link between good English and better employment prospects. Students take pride in the content and presentation of their work and develop very good teamwork, communication, speaking and listening skills. For example, students in one lesson were using a dictionary to find spellings and meanings of words which they wrote on the board for other students to copy and learn. However, teachers are not so adept at using available opportunities to develop students’ mathematical skills.
- Teachers promote equality, diversity and inclusion very well in lessons and in work placements. They use resources and well-selected work placements that reflect and celebrate the rich and diverse communities in which students live and work. For example, one student delivered a presentation on Diwali, The Festival of Light, within the nursery where she works and to her fellow students at the college. The nursery children and other students were able to question her and learn about the Hindu religion and Indian culture. However, teachers do not ensure that students consistently use the appropriate terminology that would allow them to develop more confidence in dealing with different community groups.

Engineering, transportation operations and maintenance

16-19 study programmes
19+ Learning programmes
Apprenticeships

Good

- Teaching, learning and assessment are good and, as a result, there has been a three-year trend of improvement in the number of students achieving their qualifications. Students in college and apprentices now achieve very well. The majority of students progress to higher-level study or employment and apprentices make good progress in the workplace as their skills develop.
- Teachers plan lessons well to challenge and motivate students, making effective use of stimulating activities and quizzes. They use interactive teaching technology routinely and effectively to enhance students’ understanding and interest; in one lesson students benefited from seeing moving images of a three-dimensional printer, producing a miniature V8 engine. In another lesson, students demonstrated their understanding of concentric action with the use of graphic and video images.
- Students use a range of industry-standard tools and equipment confidently in well-organised and maintained workshops; in engineering, they have access to a wide range of turning and milling machines with separate bench-fitting areas. Motor vehicle and motor cycle workshops are equipped to a standard comparable with a modern garage. Aeronautical students use a good range of aeroplanes, engines and equipment to enhance their training. In one practical session, students dismantled car brakes and drive shafts and accurately gauged the wear in components. In another session, students successfully traced an automatic propeller de-icing function, used to avoid icing up in cold weather.
- Students are taught by enthusiastic, supportive teachers with good industrial experience, who promote industrial standards and best practice. Students in college and in the workplace use

hand tools and equipment with confidence. In discussion, students use correct technical terminology when describing components and processes. In the majority of lessons, teachers use questioning skilfully to check students' progress. However, the lack of directed questioning in a few lessons limits teachers' feedback on students' understanding.

- Teachers promptly assess students at the beginning of their course and put in place appropriate measures that support students well and monitor their progress closely. Learning support assistants work with groups of students in class and workshops to help them to make progress. Students receive good pastoral support and attend themed tutorials that develop wider life skills very well; in one tutorial session, students learned how to write curriculum vitae that were suitable for a prospective employer.
- Assessments of students' work and progress are well organised, rigorous and timely. Teachers return marked material promptly with helpful written comments, and they routinely correct spelling, punctuation and grammatical errors. Teachers further promote the development of English through effective functional skills sessions. Mathematics is embedded thoroughly throughout the engineering disciplines, with students accurately calculating dimensions and tolerances.
- Teachers and employers ensure that health and safety are promoted well in all engineering workshops and workplace activities; all students wear appropriate personal protective equipment to industrial standards. The workshops provide a safe environment for skills development. However, teachers do not always contextualise health and safety within an individual student's activity.
- Students work well collaboratively and are respectful, share ideas and help each other with their work. However, teachers do not do enough to help students to understand the wider needs of the customers that they will encounter at work, and how to respect and understand the requirements of those from diverse groups.

Hospitality and catering

16-19 study programmes
19+ Learning programmes
Apprenticeships

Good

- Teaching, learning and assessment are good, which is reflected in the high achievement rates for students and apprentices, despite many of them having low attainment levels when they start their courses. Teachers have high expectations of students and apprentices, particularly at foundation and intermediate level. Students enjoy learning and are keen to develop skills and achieve.
- Students rapidly develop good practical skills in professional cookery and food service. For example, foundation-level students gain excellent practical experience while working in a busy bistro at a nearby high school. The students grow many of the vegetables they use in polytunnels at the school and gain a good understanding of healthy eating, food safety and time management.
- Students receive good support from staff. Teachers promptly identify the additional support needs that many students have and put in place effective guidance, enabling students to complete courses successfully and progress to higher-level courses or employment. In practical sessions, learning support assistants guide students well, helping them follow instructions and improve their confidence.
- Teachers plan practical sessions very well, ensuring students can work towards the achievement of their individual goals while still meeting course requirements. They use their experience and resources very effectively to provide an environment in which all students progress, and call upon their individual coaching and demonstration skills to develop students' understanding and

skills. For example, following the demonstration of preparing Julienne vegetable cuts, a student was able to prepare carrots with precision.

- In some theory sessions, teachers do not always involve all students fully. Teachers use questions well to check learning, but not all students participate and their knowledge and understanding are not always extended. Students have too few opportunities to link their learning to the workplace situations they have experienced.
- Teachers monitor students' progress towards achievement of their qualification very effectively. Students have a good understanding of the progress they are making and how they will be assessed. Apprentices know what they need to do to train successfully. They are able to transfer the skills they learn in college into their workplaces with confidence. However, teachers and assessors do not always record students' progress towards individual targets well enough and, consequently, students are not always clear about how they can achieve agreed goals.
- Students receive prompt supportive verbal feedback in lessons, which helps them improve. However, written feedback is insufficiently detailed and personalised to help students improve their skills or knowledge, or achieve higher grades.
- Teachers successfully use enrichment activities to broaden students' understanding of the hospitality and catering industry and diverse career opportunities. Students benefit from a large number of visits to local hotels, restaurants, vineyards and trade fairs throughout the year. Visiting guest speakers inspire and motivate students to explore career opportunities locally, nationally and abroad.
- Students develop good English and mathematics skills in most lessons. In one theory session, students developed their reading skills to identify key points in a marketing article. In a practical cookery lesson, students developed an understanding of recipe yields and portion control. However, teachers do not routinely correct students' spelling and grammatical errors.
- Students treat each other with respect and have a good understanding of the dietary requirements of customers. However, teachers do not always explore cultural and social diversity in enough depth to develop students' understanding of how these relate to the hospitality and catering industry.

Performing arts

16-19 study programmes
19+ Learning programmes

Outstanding

- Teaching, learning and assessment are outstanding, as reflected in the very high number of students who successfully achieve their qualifications. Students do particularly well in drama, dance and vocational courses in music technology. The majority of students make excellent progress relative to their starting points and achieve very highly.
- Teachers successfully promote a culture of high expectation and, consequently, students meet professional standards for rehearsals and productions. Students make better than expected progress in all lessons, for example in foundation level music and media they produced highly original short films. Students make exceptional progress in physical theatre and dance lessons and display outstanding performance skills.
- Teachers plan lessons that are highly interactive, with a range of challenging activities which build upon prior learning. They ensure that students are able to understand the links between theory and practice. For example, in a lesson on Stanislavski, theatre students created inventive improvisations to explore emotional memory. In a music lesson, students brought their own experiences of performances to class discussion.
- However, in a very small number of slightly less effective lessons, teachers do not always use questioning as effectively as they might to involve the entire group in discussions. While students work independently on projects with confidence, they do not always share what they

have achieved with the whole group at the end of the lesson, missing opportunities to develop their work further.

- Teachers use specialist resources particularly effectively to promote the development of practical and technical skills. Students have ready access to industry-standard facilities, such as workshops and studios. Music students own their own record label and promote it very professionally. Teachers display high-quality student work in classrooms and use performances from previous students to raise the aspirations of current students.
- Teachers use e-learning technology appropriately and highly effectively. Students analytically record work in progress on smart phones or tablets to provide evidence for assessment. Students have access to a range of imaginative and creative activities on the VLE and use them well to extend their learning and personal interest.
- Teachers’ assessment of students’ progress is outstanding. Students receive interactive electronic feedback on their written work and are clear what they need to do to achieve higher grades. Teachers use notes in the text to identify further research, as well as correcting punctuation and grammar. In performing arts, regular assessment of short tasks has improved achievement. Weekly assessment in music is an audition-style performance which has raised students’ participation. Students work confidently in small groups to assess their own work and to monitor their progress.
- Teachers provide outstanding individual support to students. Students benefit from the individual discussions and the extra help given by teachers. Learning support assistants liaise highly effectively with teachers to provide extra guidance to students who require it.
- Students participate in an extensive range of high-quality enrichment activities. These include workshops and presentations by visiting practitioners, educational visits to exhibitions, theatres, performances and music gigs. Students extend their activities into the community through performances, workshops, showcases in festivals and through charitable fundraising events. Links with industry provide valuable opportunities for work experience.
- Teachers successfully embed English and mathematics skills into lessons. They consistently reinforce appropriate technical vocabulary. In dance lessons, teachers explain French dance terms with correct pronunciation, making clear that students must also do this. Teachers integrate financial costings into theatre production and use musical timings well in dance lessons.
- Teachers promote equality and diversity exceptionally well with a well-considered range of texts. Students discuss topics of gender, disability and belief with sensitivity. For example, students carefully analysed the political and gender bias in song lyrics and promotional videos. A tutorial presentation celebrating Black History Month prompted a lively student blog on the influence of the media, ethnicity and stereotyping on contemporary rap music.

<p>Foundation English</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- Teaching, learning and assessment are good and, consequently, student achievement rates have improved steadily over the past three years and are now high. Students gain confidence in using their existing skills, and the majority make good progress in building on these to develop new knowledge and skills. Students use these to good effect in their vocational learning.
- Students receive good support with their English. They benefit from the small classes, individual coaching and additional support that they receive. In lessons, less able students work confidently alongside learning support assistants, making appropriate progress and understanding complex ideas. However, students sometimes rely too much on the support assistants and are reluctant to work independently.

- In the large majority of lessons, experienced teachers plan skilfully to address the needs of students with a wide range of abilities. Learning activities are varied and teachers make good use of questioning and individual coaching to challenge individuals to make further progress. In one GCSE class, students reinforced their knowledge of the novel they were studying by watching short clips of a film to identify key differences between the novel and the film.
- In a small minority of lessons, teachers do not have high enough expectations of students. In these lessons, the pace of learning is slow with a limited range of learning activities to involve students fully. Often in these lessons, the teachers do not plan room layout in enough detail to support the effective small group work that would enable students to discuss and share information independently.
- Teachers have developed the VLE well to support students' learning and it provides good resources for students to practise their English skills at a range of levels. In one particularly effective lesson, engineering students enjoyed using the resources to identify key elements in composing a formal letter seeking employment as motor vehicle mechanics. However, in a minority of lessons, particularly with younger students, teachers make little use of information and learning technology to interest students and provide wider opportunities for students to practise their skills.
- Teachers identify the needs of individual students at the start of their courses and use this information well to cater for individuals' academic abilities as well as a range of personal issues, disabilities and potential barriers to learning. However, in a minority of lessons teachers do not use this detailed information fully, resulting in students studying at different levels working on the same tasks without clear individual targets.
- Teachers' assessment of students' progress is satisfactory. Most students understand how to improve the quality of their work, but a minority of younger students are not aware of their targets. In most lessons, teachers use assessment strategies well to check understanding and monitor progress, although the range of strategies is limited. Feedback on students' work is encouraging but not always constructive enough to help students progress further.
- A new college initiative promotes a consistent approach to the importance of high standards of written work including improving spelling, punctuation and grammar. It is too early to assess the full impact, but teachers in the majority of curriculum areas are implementing the process well. However, in a minority of functional skills classes for vocational students, teachers still use too many dull and uninspiring approaches to developing English skills.
- Teachers take opportunities as they arise to explore confidently current issues in equality and diversity. They use good examples to foster respect, support and tolerance. In GCSE classes, students were using an appropriate text to explore themes of leadership and bullying and how people's actions impact on others' lives. Students are encouraged to draw on their personal experiences as well as being challenged to consider these issues in a wider context.

The effectiveness of leadership and management	Outstanding
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- Leaders and managers have established highly effective strategies that have rapidly moved the college into a position of being a strong local provider of learning. Leaders are relentless in the pursuit of attaining targets that are both challenging and purposeful. The Principal has a simple vision, an ambition that the college should provide outstanding teaching, learning and assessment. The strategy to achieve this is comprehensive, fully in motion and owned by staff across the college, who share the vision. The restructuring of management has provided clear lines of responsibility and a strong connection with the curriculum to enable an even sharper focus on improving teaching, learning and assessment.
- The effective use of data and information across the college has provided a strong platform from which to improve the provision significantly. The positive impact of leaders and managers at all levels on the number of students achieving their qualifications has been demonstrable and the large majority of students now attain this goal.

- Governors challenge senior management skilfully, have an excellent understanding of the college's provision and take an active part in making sure the Principal is accountable, whilst providing valuable support based on a wealth of professional experience. Leaders have implemented sensible building strategies; new accommodation and further planned builds bring impetus by creating spaces that foster a professional learning environment, attractive to students.
- The management of performance is strong. Senior managers tackle poor performance and provide targeted and well-structured support to develop improved teaching skills. Managers implement high-quality professional development to improve teaching performance in response to curriculum priorities carefully drawn from teachers' appraisals and lesson observations. Managers rightly see the observation of teaching and learning as one of the key drivers for improving the quality of what and how students learn; it is well established and has been successful in raising teaching standards. Observers are skilled, although a range of approaches for appropriately observing different types of learning is not always applied. Managers effectively monitor provision delivered on behalf of the college.
- The organisation and rationale for the courses and programmes of learning that the college offers are pragmatic and pertinent to local needs. A range of leaders from the local community have great regard for the Principal's ability to respond quickly to, and evaluate effectively, the potential value of proposals for learning projects. Curriculum managers have responded very well to organising study programmes that meet students' main vocational aims, English and mathematics needs and wider skills for the world of work. Senior managers from the college manage effectively a wide range of apprenticeship programmes nationally. Students have opportunities to progress to higher education courses and do so in large numbers. Managers ensure that the quality of community learning is good and provides adult students with a rewarding learning experience.
- Teachers and managers evaluate provision rigorously. A range of accurate indicators makes judgements about performance secure and the scrutiny of quality is effective and methodical. Senior managers carefully award grades that show a good correlation to judgements made in curriculum areas. The key areas for improvement form the basis of a well-considered quality improvement plan. Students' views are used effectively; the students give feedback directly to governors, in a forum for students, and in surveys. Teachers and managers are proactive at making sure parents are included in students' well-being and achievement; however, insufficient avenues exist for parents to feedback their views.
- Behaviour and attitudes of students around the college on all campuses are exemplary; students are supportive and want to learn and an atmosphere of mutual respect is evident in teaching sessions. Senior managers deal with the very small number of incidents relating to bullying and harassment promptly and professionally. Some enterprising work takes place for students with severe learning difficulties, enabling them to develop good skills for work; an opportunity they would be unlikely to have without the support of the college.
- Managers diligently monitor and take successful action to narrow achievement gaps and promote the college as a safe and welcoming environment in hard-to-reach communities. They have established many productive and purposeful local and national partnerships which provide opportunities for students to interact with professionals from the world of work. For example, the college agreed to fund an important community initiative proposed by a partner to train Muslim women to be swimming teachers. The Principal has recognised and implemented plans to increase the ethnic minority profile of staff at the college. The college meets its statutory requirements for safeguarding students. In addition, one of the governors has expertise and experience in safeguarding and scrutinises carefully the college's procedures.

Record of Main Findings (RMF)

Northbrook 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	Community learning
Overall effectiveness	2	2	2	2	2
Outcomes for learners	2	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2	2
The effectiveness of leadership and management	1	1	1	1	1

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	1
Engineering	2
Transportation operations and maintenance	2
Hospitality and catering	2
Performing arts	1
Foundation English	2

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: 3579							
	Part-time: 8079							
Principal/CEO	Ms Sue Dare							
Date of previous inspection	April 2012							
Website address	www.northbrook.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	262	29	441	92	770	186	-	-
Part-time	2	73	14	246	8	288	-	75
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	71	84	34	89	-	18		
Number of learners aged 14-16	175							
Full-time	-							
Part-time	175							
Number of community learners	367							
Number of employability learners	291							
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"> ■ Skills Training UK ■ Academy Training ■ Soccer Coaching Ltd ■ Corner Stones Training Solutions Ltd ■ Paul Smith ■ The John Townsend Trust ■ Tempus Training ■ Simple One Stop Ltd ■ Campus Training 							

Contextual information

Northbrook College is a large general further education college situated in the West Sussex town of Worthing. The college offers a broad range of learning and training for young people and adults across its three main sites, as well as in the community and in partnership with other providers across the country. The main areas of employment in Worthing are in retail, sales and customer services; unemployment in the town is slightly higher than in the south east of England in general. The number of young people achieving five or more A* to C grades in GCSE examinations is five percentage points below that of the south east of England, as is the number of adults educated to at least advanced level.

Information about this inspection

Lead inspector

Stewart Jackson HMI

Four of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Vice Principal as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on 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 college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

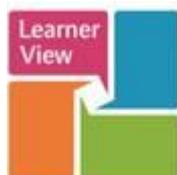
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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