

Prior Pursglove College

Sixth form college

Inspection dates		3–6 December 2013
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Good-2
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- Outcomes for most learners have shown a declining trend since 2011.
- Success rates for learners on AS levels are low.
- The proportion of learners achieving high grades on AS and A levels is poor.
- Learners on AS and A levels do not make the progress expected given their prior attainment at GCSE.
- Not enough teaching is good or better.
- Leaders and managers have not been successful in improving outcomes for learners.
- Self-assessment is weak and does not evaluate adequately the significance of weaknesses in AS and A levels on which the majority of learners are studying.
- Quality improvement strategies have been ineffective and many targets set for 2013 were not met.
- The college has not addressed successfully the areas for improvement identified at the previous inspection.
- Governors have not held leaders and managers to account for the decline in learners' outcomes.

This provider has the following strengths:

- Students studying on vocational courses do well and make good progress.
- Success rates for the small number of adult learners and apprentices have improved recently and are above average.
- Progression to university and to other positive destinations, including employment and training, is good for those learners who complete their courses successfully.
- Pastoral support is effective and students value the one-to-one support they receive.

Full report

What does the provider need to do to improve further?

- Develop a clear and coherent college-wide strategy to improve outcomes so that success rates for AS levels improve, and the progress of AS and A-level learners improves so that they achieve the grades of which they are capable.
- Increase the proportion of good and better teaching to ensure that all learners make at least good progress by:
 - ensuring that all teachers use the information available about learners when planning lessons
 - making better use of the good and outstanding teachers within the college to share best practice more widely
 - promoting high levels of challenge in all lessons and learning activities, and ensuring that all teachers adopt a sense of urgency so that learners make better progress and reach their potential
 - ensuring that all teachers help support the development of learners' English and mathematical skills in lessons and monitor this rigorously through lesson observations
 - ensuring that all teachers set meaningful work for learners to extend their learning outside lessons and that this is marked accurately, with detailed comments on where learners have done well and what they need to do to improve further
 - improving the capacity and confidence of teachers so that in lessons they make the most of opportunities to raise awareness of equality and understanding of diversity and are able to tackle stereotypical attitudes. Monitor this through lesson observations.
- Improve leadership and management by:
 - developing a more rigorous approach to accurate self-assessment at course and whole-college level
 - monitoring all aspects of provision so that weaknesses are identified at an early stage
 - developing quality improvement plans that address clearly the weaknesses in outcomes and in teaching and learning, and ensuring that plans are implemented rigorously
 - monitoring and evaluating improvement plans effectively and adjusting them where they do not produce rapid improvement
 - strengthening performance management arrangements so that managers and teachers are held to account for the college's results.

Inspection judgements

Outcomes for learners	Inadequate
------------------------------	------------

- Long-course success rates are below average and have shown a declining trend over the three years from 2011 to 2013. This is largely attributable to a decline in achievement rates as retention rates have remained relatively stable. For learners aged 16 to 18, success rates fell at foundation, intermediate and advanced level in 2013. Short-course success rates are below average for the small number of learners who take these courses.
- A large majority of the college's learners are aged 16 to 18 and enrolled on AS and A levels. Success rates for AS levels fell by seven percentage points between 2011 and 2013 and they are well below average. A-level success rates fell in 2012 and remained at a similar level in 2013, slightly below average. Too many learners who start AS levels do not progress to the second year and complete the A level. Many leave or restart their AS levels. Many of those who restart their AS levels do go on to achieve A levels but the proportion taking three years to achieve

their qualifications is too high. The proportions of high grades at both AS and A level are below average.

- Value-added data show that learners on AS and A levels make slower progress and achieve lower grades than would be expected given their prior attainment at GCSE, and the position in 2013 was worse than in 2012. This applies across the ability range at both AS and A level in many different subjects.
- Success rates for the minority of learners on vocational courses are high and learners make good progress on these courses.
- Success rates for the small number of adult learners have shown considerable variation over three years, but improved to above average in 2013. Apprenticeship success rates for the very small number of apprentices have been low historically, but recent college data show they are now above average.
- For those who complete their courses successfully, progression to higher education is good. A high proportion of learners who do not go to university progress to positive destinations including employment, training and further education. The college provides appropriate work experience opportunities to support the development of employability skills. As well as placements for around half the vocational learners the college supports learners in gaining the necessary work experience for admission to specialist university courses such as teaching, medicine and veterinary science.
- For learners taking GCSE English, A* to C grades are good and for mathematics in 2013 they were close to the average, falling from an above-average figure in 2012.
- Learners have the opportunity to develop personal, social and employability skills by taking part in enrichment activities and volunteering. In lessons the promotion of social and personal development is not consistent across all subjects.
- Attendance is satisfactory. In 2012/13, it was lower than the previous year but this year it is improving and the current position is better than at same time last year. Retention is satisfactory and improving. Fewer learners have left early this year when compared with last year. Current assessment data suggest that progress is improving but it is too early to judge the full impact of recent initiatives on the 2014 results.
- Male learners do better than female learners, although the gap is relatively narrow. Data show differences in the achievement of different groups of learners although numbers in many groups are small. Groups with lower success rates than the comparable national averages include learners from minority ethnic backgrounds and those who have learning difficulties and/or disabilities.
- Behaviour and attitudes to learning are good. However, many learners rely too heavily on instruction and direction from teachers and this inhibits the development of independent learning skills.

The quality of teaching, learning and assessment

Inadequate

- Teaching, learning and assessment are inadequate and have been over time and this has resulted in too few students making good or better progress. College managers have sought recently to ensure that teaching and learning are firmly at the heart of improvement strategies. However, although examples of good or better classroom practice can be found in most subject areas, too much teaching still requires improvement and a minority of lessons are inadequate. As a result, too many learners do not achieve as well as they should.
- Teachers are well qualified in their subject specialism. Where teaching is good, teachers expect a great deal from their learners; there is a sense of purpose and a brisk pace. They provide interesting activities that inspire, challenge and motivate and as a result, learners make good progress. In these lessons, teachers use questioning techniques to check and extend learning and learners develop good independent learning skills.

- In less effective lessons teachers’ expectations of what learners can achieve are too low. Insufficient use is made of the comprehensive information about learners’ abilities to help plan activities that keep learners engaged and to ensure that all learners reach their potential. Tasks are mundane and in many vocational lessons, learner activities are often focused on completing coursework and, as a result, there are limited opportunities for learning.
- Teachers use questioning techniques frequently but many accept one-word answers and do not extend learners’ knowledge and understanding through more careful probing. Too few teachers make imaginative use of information and learning technology to enliven and extend learning beyond the classroom. In many lessons there is little sense of urgency and this slows learning and progress.
- Many teachers correct learners’ mistakes in spelling, punctuation and grammar and in many subjects learners are encouraged to use glossaries and subject-specific terminology. However, there is no coherent policy for the development of English and mathematics within subjects.
- Assessment of learners’ work is inconsistent, both in frequency and in quality. Feedback on marked work ranges from detailed and incisive written commentary clearly showing how learners can improve their work, to cursory ticks and a grade. In a minority of cases learners’ files indicate a lack of work completed outside of lessons and gaps or incomplete notes.
- Learners with learning difficulties and/or disabilities receive good support. All learners undergo thorough initial assessment to identify their individual support needs. Learners receive targeted additional support for English, mathematics and functional skills. Provision to enable learners to achieve a qualification in English and/or mathematics at intermediate level or below is good.
- The process of target-setting and monitoring of learners’ progress has been strengthened recently and is thorough. Learners value the support they receive from their teachers and the frequent individual meetings to review their progress which support them to achieve their goals. Pastoral support is a strength. Revisions to the pre-entry advice and guidance offered to Year 11, together with tighter entry requirements are beginning to improve retention and attendance in the first year of advanced-level courses. Support for university applications is generally effective but a few learners say the help they have received is of variable quality. Staff raise awareness of apprenticeships effectively as a viable alternative to university.
- Learners find the college a friendly and welcoming environment. Relationships between teachers and tutors are mutually respectful. However, in lessons, raising awareness of equality and understanding of diversity is insufficient.

**Health and social care
16-19 study programmes
19+ Learning programmes**

Good

- Teaching, learning and assessment are good and reflect outcomes for learners. Learners’ success rates have improved and are above national averages for advanced-level courses and learners make good progress based on their GCSE grades. Success rates on intermediate health and social care are around the national average and success rates on the adult courses introduced last year are good.
- Teachers encourage learners to apply their developing subject knowledge to a range of demanding and enjoyable activities where their learning is checked and they are aware of their progress. They make use of well-prepared resource material such as workbooks which provide good support to enable learners to make progress in their work.
- In the best lessons, teachers use questions well to check learning and make good use of probing questions to deepen and extend learners’ knowledge. Learners work independently to research aspects of caring professions. Teachers encourage them regularly to reflect on their learning and to evaluate their work. For example, in an AS lesson learners worked in pairs to evaluate each other’s plans to deliver an educational activity to children. Learners were able to draw out the underlying psychological theories of Piaget, Bruner and Skinner from each other’s plans.

- In the less effective lessons teachers do not always use data effectively to plan teaching and learning to meet the different needs and abilities of learners. Teaching is at a slow pace and learners work at a low level and are insufficiently challenged. In a few lessons teachers ask questions which are not directed at individual learners which results in only a few learners making responses.
- Assessment is good. Very helpful written comments and useful verbal feedback help learners to improve their work. Teachers monitor and review learners' progress in assessments and in meeting their targets. Advanced-level learners are aware of their targets and a number make better progress than their predicted grade. Teachers encourage learners to assess their own progress. Teachers identify learners who need support to achieve their target grades and put in place measures to help them achieve them.
- Learners benefit from a supportive and caring ethos where staff provide a stimulating learning environment and support sessions to ensure that learners make good progress. Learners greatly value the help given to them both in and out of lessons. They receive good advice and guidance on working in health and social care settings and on progression to higher education.
- Teachers have a clear focus on specialist vocabulary and an expectation that learners develop and use it. In every course learners develop a glossary of terms used within the health and care sector which they use for reference throughout their studies. Marking of work is consistent and teachers correct learners' spelling, punctuation and grammatical errors. In health and social care lessons most teachers emphasise the importance of, and encourage good, clear verbal communication skills. Students develop their mathematics skills in units relating to nutrition, lung function, population, aerobic fitness and safety in physical activity.
- Courses are well resourced with computers, and learners use information technology well in their work. In advanced-level courses half of all lessons take place in computer rooms. This restricts teaching that encourages learners to develop the broader skills required in health and social care such as presentation and communication skills.
- The promotion of equality and diversity is good. Learners on all health and social courses develop a good understanding of equality issues and how they relate to care settings. A programme of trips and visiting speakers, including the manager of children's services in Middlesbrough, as well as experts in mental health and residential care, enhance learners' understanding of the needs of people they will be working with. Learners would welcome more opportunities for contact with health and care workers and settings.

Science and mathematics 16-19 study programmes

Inadequate

- Teaching, learning and assessment are inadequate and this is reflected in the outcomes for learners. Success rates have fallen and were low in 2013 for many subjects. The proportion of high grades achieved at AS and A level was below national averages in most subjects.
- Teachers' explanations of concepts are usually clear and often accompanied by helpful diagrams. Lessons include a variety of activities to develop learners' knowledge and understanding. However, teachers make insufficient use of information and learning technologies to enhance and enliven topics during lessons.
- Teachers do not always provide sufficient challenge to extend learners' understanding. At times, teachers move on too quickly or answer their own questions before making sure that all learners understand a particular point. Occasionally, the pace is too slow because teachers do not set time limits and learners are slow to complete tasks. In a minority of lessons poor attendance hinders the learning of absentees.
- Teachers monitor routinely learners' progress in completing tasks in class. Learners display their responses on small whiteboards giving teachers immediate feedback about their learning. Teachers often use directed questions to check understanding but do not make sufficient use of probing questions or discussions to deepen learners' knowledge.

- Teachers give appropriate attention to specialist vocabulary. Learners show increasing confidence in naming chemical compounds and relating them to familiar substances such as soap or anti-freeze. Learners develop their number skills during science lessons, for example in calculating the concentration of a substance dissolved in water. In a mathematics lesson, learners explained fluently how they could calculate the shortest route to travel between different points.
- Advice and guidance have improved this year to ensure that learners are not enrolled on courses where they have only limited chance of success. More rigorous initial assessments are in place. Teachers are beginning to make better use of the results of these assessments and progress reviews to plan learning and provide support for learners who need it. It is too early to assess the full impact of these recent changes on outcomes for learners.
- Many learners make appropriate use of the science and mathematics study areas outside lesson time and the materials available through the college's intranet. As a result of regular progress reviews and one-to-one meetings, they understand what they need to do to improve.
- Assessment is frequent. Teachers return marked work with helpful and, at times, detailed written comments. Learners' current work is mostly of an appropriate standard. Learners' recent results in formal assessments show early signs of improvement when compared with previous years.
- The college helps some learners organise suitable work placements, for example in a local hospital. Trips, visits, visiting speakers and enrichment activities develop their wider knowledge.
- In a few lessons, teachers deal with topics such as the role of poverty in the spread of disease and the work of women scientists. However, the promotion of equality and diversity is insufficiently integrated into planning and activities in the classroom.

Social sciences and psychology 16-19 study programmes

Inadequate

- Teaching, learning and assessment are inadequate. Success rates for most AS levels are low and this is reflected in low progression rates from AS levels to the second year of the A-level course. Too few students gain high grades.
- In lessons, objectives are not always clearly identified or do not focus sufficiently on learning. Too few teachers make sufficient use of information about individual learners to plan challenging and well-paced lessons. As a result, much teaching does not challenge learners of all abilities. Teachers do not always consider what learning is taking place and what progress each learner should be making. In contrast, in lessons where teachers use challenging lesson objectives, learners' progress is good. For example, in a sociology lesson objectives were used well to allow learners to build up a critique of Left and Right realism.
- The better lessons are planned well, the pace is brisk and learners learn effectively. Some teachers make good use of imaginative strategies to challenge learners. For example, in an AS-economics class learners were studying monopoly and competition and were then asked to draw key aspects of this such as 'productive inefficiency', and then explain the drawings to their peers.
- Most teachers use question-and-answer strategies. Where this works well learners acquire a deeper understanding of their subject. For example, in an AS geography lesson, learners were asked to develop further their answers on taxation in relation to migrant workers following a presentation to their peers. In weaker lessons, teachers use question-and-answer strategies that rely on limited answers and learners are not challenged enough to develop their answers. In these lessons the pace is slow and there is too much teacher talk, which restricts learning.
- Learners have a clear focus on specialist social science terminology. In most cases they use this in correct contexts. In a sociology lesson learners could use terms such as 'utilitarian crime' and fully expand on its meaning. In the best lessons teachers take opportunities to develop some mathematical skills, for example through analysis of demographic data and population pyramids

in geography. Teachers do not plan well enough for the development of English and mathematical skills. Teachers do not always correct spelling, punctuation and grammar mistakes routinely.

- Learners receive regular assignments and these are marked and feedback given. In class, learners receive good verbal feedback which helps them learn during lessons. Written feedback is variable. In a few cases it is developmental and helpful. For example, in an A-level economics class work was carefully annotated to provide clear guidance for the learners to improve their understanding. This is not consistent and there are variations in the quality and use of feedback.
- The promotion of equality and diversity requires improvement. Teachers do not always challenge learners' perceptions or seek opportunities to develop understanding beyond that expected for the syllabus.

English and modern foreign languages 16-19 study programmes

Inadequate

- Teaching, learning and assessment are inadequate and this reflects outcomes in English and modern foreign languages. Success rates for advanced-level courses in 2012/13 were generally around or below national averages, and several subjects saw declining success rates. Too few students who start AS-level courses in modern foreign languages go on to complete the A level.
- Teachers know their learners well. They are knowledgeable and enthusiastic and, in some cases, engender a real love of learning in their learners. In the better lessons, teachers plan effectively so learners work productively. They ensure high levels of participation through skilful use of directed questions, paired and group activities and whole-class teaching which engages interest and enables learners to learn effectively. Frequent, focused checks on learning are a feature of the better lessons. Teachers use imaginative strategies to consolidate learning. Peer assessment is used appropriately. Some written work is annotated with detailed and helpful advice, but this is not consistent. New initiatives such as better-tailored, one-to-one support are valued by learners but it is too soon to judge the impact on outcomes for learners.
- In less effective lessons, learners remain relatively passive for long periods. On occasion, too much new material is presented with little opportunity for learners to practise what they have learned. Lesson plans frequently identify strategies to tailor activities for different groups of learners, but in practice teachers do not challenge more able learners appropriately or encourage them to reflect and develop higher-level skills. Poor attendance in a minority of lessons hinders learning for those not present.
- Learners of English literature are familiar with the texts and discuss themes and characters, and GCSE English learners are able to identify and explain linguistic devices such as metaphor and rhetorical questions. However, learners' contributions in lessons are sometimes limited to recall and description, rather than analysis and evaluation.
- Some modern languages learners express themselves confidently in the target language but too often their language use is limited to brief, scripted dialogue.
- Teachers do not encourage learners to develop their independent learning skills or make the best use of information technology to enhance learning. The college's virtual learning environment provides access to course materials and documents but has little in the way of interactive materials and is not used by all learners.
- Initial assessment is thorough and monitoring of progress has improved recently. Teachers make appropriate use of individual target-setting and encourage learners to identify their own objectives. Learners know their current and target grades and value the one-to-one discussions with their teachers.
- Classrooms and corridors are full of colourful, interesting displays, including learners' work, creating a vibrant, attractive subject area. Enrichment activities including university links, film and theatre visits and foreign exchanges and work experience programmes enhance learning and increase motivation and enjoyment.

- Teachers promote correct use of English, ensuring that learners use accurate grammar, spelling and punctuation.
- Some opportunities to promote equality and diversity are used. In English literature, learners showed empathy and insight when discussing race, gender and class in relation to a novel and modern languages learners explored cultural differences through a humorous film clip.

The effectiveness of leadership and management

Inadequate

- Leadership and management are inadequate. In recent years the targets set by governors have not been met. Success rates for a large cohort of AS-level learners aged 16 to 18 have shown a history of decline and are low. Value added is poor and those on academic courses are not making as much progress as they should. The quality improvement plan for 2012/13 failed to deliver on many of its intended outcomes and in most cases the 2013 figures declined when compared with 2012.
- The overall quality of provision and teaching and learning is too variable and planned improvements are not applied rigorously across the college.
- The college modified its strategic plan recently; it now focuses much more sharply on learners' progress, their experience of learning and outcomes. Strategic targets cover all stages of learners' engagement but some are not ambitious. Too many teachers have low expectations of their learners and fail to set tasks that challenge their abilities. Many learners fail to achieve their full potential and meet their target grades.
- The governing body, through fuller access to data, has recently improved its capacity to scrutinise reports on teaching and learning and to monitor learners' achievements and other outcomes. Increasingly, leaders and managers are challenged by governors to justify their judgements. However, governors failed to recognise or challenge the overgenerous grading of aspects of provision in the most recent self-assessment report.
- The college has made little progress since the last inspection in addressing some critical weaknesses, particularly in improving the outcomes and progress of AS learners so they achieve their target grades. Measures introduced in 2012 failed to produce the required improvements in success rates in many AS subjects, often with a large number of learners. The pressure of staff changes and coping with reduced funding resulted in college management action not being implemented quickly enough to bring about improvements. The lack of challenge for learners was a feature of weak teaching in 2010 and it has still not been rectified sufficiently.
- The college has invested in a new management structure designed to strengthen its capacity for effective monitoring and improving the quality of provision. Managers have introduced a number of improvement measures and there are some early signs of improvement. The number of early leavers has fallen by comparison with previous years. Performance management of teachers is beginning to be strengthened and there have been a number of staff changes. Most underperforming teachers have managed to improve through careful mentoring, support and focused professional development. Learners' progress is more tightly monitored but it is too early to assess the impact of new initiatives on learners' outcomes.
- Managers are starting to address the differences in the quality of teaching and learning across the college and to identify specific areas for improvement for individual teachers. Arrangements to assure the quality of teaching and learning are improving and have a greater focus on learning but the grades awarded are not moderated sufficiently. Inspectors' findings indicate that some sessions are graded too generously and there is a considerable difference about judgements of its overall quality between observers and inspectors.
- Inspectors found that the grades awarded in self-assessment failed to give sufficient weight to significant areas for improvement. Leaders and managers make substantial use of data to inform quality improvement activities but on occasions interpret data too favourably, which contributes to their judgements being too positive. Managers listen carefully to what learners

say about the college and encourage their participation in strategic planning and college developments.

- A broad range of A levels, AS levels and vocational courses is offered in response to local needs. The college contributes well to local partnerships, retaining strong links with schools and local universities. Significant numbers of learners who complete their courses successfully progress to university. However, prior to 2013, not enough attention was given to ensuring that learners were always placed on the right course or had the necessary GCSE grades to be successful on advanced-level courses.
- The college has an appropriate range of policies for the promotion of equality and diversity. An action plan sets targets to support improvement. Not enough teachers use the curriculum actively to extend learners' understanding and knowledge of wider issues. Internal lesson observations have not picked up these issues.
- The college meets its statutory requirements for safeguarding learners. The management of health and safety is satisfactory.
- The college should not seek to host the induction of newly qualified teachers, from QTS (schools) routes, except where this is already underway, until Ofsted has agreed that the college is fit for the purpose of providing supervision and training during an induction period, in line with statutory requirements.

Record of Main Findings (RMF)

Prior Pursglove College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	4	N/A	N/A	4	N/A	2	N/A	N/A	N/A
Outcomes for learners	4	N/A	N/A	4	N/A	2	N/A	N/A	N/A
The quality of teaching, learning and assessment	4	N/A	N/A	4	N/A	2	N/A	N/A	N/A
The effectiveness of leadership and management	4	N/A	N/A	4	N/A	2	N/A	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Science	4
Mathematics and statistics	4
Social Sciences	4
Psychology	4
English	4
Modern foreign languages	3

Provider details

Type of provider	Sixth form college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 1,416							
	Part-time: 764							
Principal/CEO	Mrs Judy Burton							
Date of previous inspection	February 2010							
Website address	www.pursglove.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	21	N/A	67	N/A	1190	8	N/A	N/A
Part-time	1	295	1	47	27	6	N/A	N/A
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	27	5	N/A	N/A	N/A	N/A		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	42							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	Not Applicable							

Contextual information

Prior Pursglove College is a sixth form college situated in the town of Guisborough. It recruits mainly from 11 local secondary schools in the area, eight of which are 11 to 16 and the other three have sixth forms. Students also come from a number of other schools in the wider area, including Middlesbrough. The borough experiences relatively high levels of deprivation. The unemployment rate is higher in Redcar and Cleveland compared to the North East and UK percentages. The proportion of young people in Redcar and Cleveland gaining five GCSEs at A* to C in 2012, including English and mathematics, was slightly lower than the national average.

Information about this inspection

Lead inspector

Ruth James HMI

Two 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 learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, and online questionnaires to gather the views of learners and parents and carers; these views are reflected throughout the report. They observed lessons and held meetings with governors, managers and teachers. 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