

# Dearne Valley College

## General further education college

<b>Inspection dates</b>		14–17 January 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Success rates for 16- to 18-year-old students are high.
- Practical, vocational and employability skills are developed effectively.
- Support for students is highly effective.
- Much teaching is good.
- The culture and ethos of the college promote mutual respect and positive attitudes to learning.
- Leadership and management have effectively brought about significant improvement since the previous inspection.

#### This is not yet an outstanding provider because:

- Retention rates for adult students are low.
- A minority of lessons require improvement.
- Activities in some lessons do not stretch and challenge more able learners enough.
- Too few mathematics lessons are good.
- The new performance management system is not yet fully embedded.

## Full report

### What does the provider need to do to improve further?

- Improve retention rates for adult courses.
- Improve the proportion of good or better lessons and develop more stretching and challenging questions and activities for more able learners.
- Improve the teaching of mathematics by:
  - teaching and consolidating mathematical skills before applying skills to problem solving
  - ensuring that teachers astutely monitor individuals' work, check calculations, and intervene quickly where students do not fully grasp the concepts.
- Embed the performance management system so that it effectively supports the improvement of teachers' skills.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Overall success rates have shown steady improvement over three years and are now well above the national average. The improvement is most marked for long courses but is also a feature of short courses.
- For 16- to 18-year-olds long course success rates improved very significantly by 13 percentage points between 2011 and 2013. Improvement is evident at all levels and success rates for foundation, intermediate and advanced level courses are above the national average.
- For the much smaller number of adult students, overall long course success rates improved only slightly and this figure remains below the national average. At foundation and intermediate level success rates for adults improved to above national average but at level 3 they declined in 2013 and are below average.
- With the exception of the gap between 16- to 18-year-olds and adults, data show few significant differences in achievement between different groups of learners. The small numbers of students from minority ethnic heritage backgrounds achieve similarly to their White British counterparts. Students with learning difficulties and/or disabilities also achieve well.
- Success rates for functional skills qualifications have improved substantially for both adults and 16- to 18-year-olds.
- Long course retention rates have improved well for 16- to 18-year-olds and in 2013 were close to the national average. Achievement rates have also improved well and were significantly above the national average in 2013. Long course achievement rates for adults improved and are above average. Retention rates for adults have not improved and are below average.
- In lessons, while most learners make the progress that would be expected, some, especially more able learners are not always given sufficiently challenging work to enable them to reach their full potential. Progress is slower on a few courses.
- Students develop good practical and vocational skills. Catering students competently serve lunches in the college's restaurant.
- Employability skills are developed effectively. The development of learners' personal and social skills is good as a result of positive relationships and support from teachers and other adults, including tutors that promote confidence and self-esteem. Increasing numbers of students are completing work placements arranged by the college and other opportunities to develop relevant skills are sought. For example, sports students take additional coaching qualifications and plan events in local primary schools. Visits and talks encourage students to focus on future careers. Students behave very well and are polite and welcoming to visitors.

- The culture and ethos in the college encourage students to recognise the importance of mathematics and English and attitudes in these lessons are positive. Suitable English and mathematics qualifications are offered to those without a grade C at GCSE, with opportunities to progress to higher levels. Achievement rates of functional skills qualifications are good. GCSE grades A\* to C outcomes are improving but are below the national average for 16- to 18-year-olds. Students who have achieved a grade C in GCSE English and mathematics are encouraged to undertake additional project work to further develop their skills and they value this opportunity. There are examples of good development in English and mathematical skills during subject lessons but this is not consistent.
- Students enjoy coming to college and this is reflected in their high attendance rates. Attendance has improved well as a result of the college's well-targeted strategies and students are punctual.
- Advice and guidance are effective in promoting progression to higher levels of study and to employment and higher education.

<b>The quality of teaching, learning and assessment</b>	Good
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- Teaching, learning and assessment are good which is reflected in the high success rates for students. A revised focus on how best to improve teaching, learning and assessment has supported teachers in developing their skills and focusing on active learning to motivate and enthuse students.
- Good support arrangements help those students with barriers to learning to achieve and make sustained progress. A suitable range of support arrangements is available to assist the most vulnerable students including financial, personal and psychological support. Attendance is monitored thoroughly. It was satisfactory during the inspection but examination of registers showed that this is not typical. Teachers have high expectations of all their students. Students speak highly of the support they receive.
- Teachers use their industrial experience well to develop students' vocational skills. Teachers are well qualified and effectively model professional conduct and behaviour. Students comment very favourably on the vocational and professional expertise of their teachers and say this is inspiring them to do well and progress further.
- The majority of teachers plan learning activities well and the best lessons are lively and interesting. While student profiles are available they are not always used well to tailor learning for each individual student, particularly in challenging the more able.
- Good use is made of a wide range of learning resources to support learning. For example, in a catering lesson a realistic restaurant environment enables trainees to practise their customer service skills. A good range of resources and extended learning opportunities are available on the virtual learning environment.
- Students with additional learning needs are carefully identified at an early stage and offered flexible bespoke assistance. This includes discrete, high-quality learning support in lessons. Students receiving additional support do as well as, and in some cases better than, their peers.
- The majority of teaching and learning activities effectively support progress and the development of students' vocational skills. Teachers use a wide range of approaches to motivate the majority of students. For example, in a hair and beauty lesson sharp, targeted direct questioning helped check students' understanding and ensured they knew how to apply their knowledge about proposed treatments.
- Students undergo timely initial assessments ensuring they are directed to additional help where this is needed. Through the effective use of online tracking and individual learning plans, progress coaches systematically monitor progress, attendance and set challenging targets. This has been pivotal in bringing about improving success rates.
- An appropriate tutorial framework helps students prepare effectively for the world of work. This is supported by other curriculum-led enrichment activities, including guest speakers, trips,

opportunities to undertake volunteering, and participating in variety of sport. Students value these highly.

- Assessment is timely and encouraging, which supports learning. Regular assessment provides students with helpful feedback on their progress and development. Students understand their assessment tasks and appreciate the feedback they receive from their teachers. Assignment briefs are clear and students know what is expected of them. Many students use peer assessment confidently and well.
- Feedback on assessed work ensures that students know what they need to do to improve their work. Some marking pays close attention to correcting English in assessed work but this is not consistent across all courses. For a small number of the more able students, for example in engineering, feedback lacks sufficient challenge to stretch those who are clearly capable of more.
- The majority of vocational teachers reinforce English and mathematical skills in their teaching. However, for students on construction courses opportunities to develop English skills in vocational lessons are underdeveloped and students on tourism courses have few opportunities to develop their mathematical skills.
- Mathematics teaching requires improvement. Mathematical skills are not always well taught and consolidated before students are expected to apply them to problems. Teachers' monitoring of individual and group work is not astute enough and teachers do not intervene quickly enough to point out errors or explain concepts when students are confused. Students' attitudes to learning in mathematics lessons are positive but weaknesses in teaching hamper their progress.
- Well-timed initial advice and guidance support the majority of students onto appropriate courses. Students are kept well informed about their next steps and career options. Effective liaison with local schools ensures that local students and their parents have appropriate information to make informed choices about their post-16 opportunities.
- The college pays close attention to equality and diversity. Students respect each other and their views are valued and taken seriously. Students enjoy working in safe environments and understand the importance of safe working practice. Although some good examples of the promotion of equality and diversity in lessons were seen the college recognises this as an area for further development.

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

Good

- The quality of teaching, learning and assessment is good and leads to good outcomes for students. Success rates on almost all courses exceed the national averages. The standard of students' work is good and a majority of advanced students achieve high grades. In 2013 a very large majority of the students progressed onto further or higher education or into relevant employment.
- Teachers have high expectations of students and in the better lessons use a good range of activities and approaches to motivate them. In public services teachers set ambitious tasks and provide excellent support to enable the students to extend their learning. In one lesson, students were introduced to forensic psychology. They reflected on the challenging psychological perspectives and make connections to work-related applications of these theories.
- Verbal feedback in lessons is encouraging and motivates students to be successful in achieving their learning goals and career aspirations. Students develop a good understanding of English and mathematical skills within vocational lessons.
- Most teachers in health and social care encourage students to develop independence, challenge each other positively, assess each other and work collaboratively to succeed. Teachers in public services have developed some outstanding innovative e-learning materials and students use camcorders to record assessments.

- In the better lessons, students are positively encouraged through questioning to link theory to practice. In a minority of lessons more able students are not sufficiently challenged, particularly on advanced health and social care courses. In these lessons teaching and learning strategies and resources do not always meet all the students’ needs.
- Teachers use their subject knowledge and vocational experience well and this helps students to develop good knowledge, skills and understanding of complex theoretical concepts. Students are confident in applying these to health and social care settings. For example, in one lesson, students assessed medication policies and procedures and made clear connections with their placement roles. The teacher used her knowledge of the sector to enliven the discussion about the importance of safe working practices.
- Staff and students show each other mutual respect. Students value the support they receive both in and out of the classroom. Managers and teachers ensure that curriculum delivery meets the needs of students and design programmes of study for those who have difficulties where they are fully supported both in and outside the classroom. Teachers give helpful careers advice and guidance and are readily available to students.
- Tutorial support is good. Thorough initial assessment leads to students’ needs being identified quickly and accurately, ensuring effective support is put in place. Teachers monitor students’ progress closely using electronic individual learning plans. They meet regularly with students in individual tutorials and set targets with them which are specific and time bound.
- Teachers encourage students to aim high in their studies. This results in students being ambitious about their progress and achievement. Teachers make use of written feedback to encourage and guide students in how to improve. Students’ work is annotated by teachers and spelling and grammar mistakes are corrected.
- Health and social care students are prepared thoroughly for work through vocational practice lessons. This enables them to develop their employability skills, including communication, reflective practice and professionalism. The students also enjoy the opportunity to share their work-placement experiences and link theory with practice effectively.
- Students take advantage of a comprehensive range of work-placement opportunities. This greatly increases their chances of employment and opens up a variety of career options. The college has extensive and effective links with employers. One partnership with the National Health Service (NHS) has resulted in the development of a cadet programme. This has resulted in students being able to work within clinical settings which are not normally open to young people. It also gives the students an advantage when they apply for careers in health or social care.
- Students enjoy taking part in a comprehensive range of enrichment activities where they develop their social, personal, physical and team working skills. In addition, a range of professionals are invited to talk about their roles. For public services these have included fire and rescue, paramedic services and an injured war veteran. In health and social care, examples include midwives, paediatric nurses and social workers.
- Equality and diversity are promoted well. In one lesson in health and social care students challenged stereotypes and prejudices associated with disability. This stimulated thought-provoking discussions where students voiced their opinions and attitudes openly. The discussion was managed skilfully by the teacher who was also able to guide the students to give some relevant examples from their work experience.

<b>Early years and playwork</b> <b>16-19 study programmes</b> <b>19+ Learning programmes</b>	Good
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- Teaching, learning and assessment are good as demonstrated by the significant improvement in retention which is now high. The majority of students make good progress. There is good

progression into employment as a direct result of placements. Other students progress to further study and a few go on to higher education.

- Teachers are enthusiastic and well qualified. They use their experience well to plan a variety of learning and assessment activities. These capture students’ interest and promote understanding well.
- Teachers adopt a number of strategies to check learning in lessons. Peer assessment develops students’ ability to work sensitively with others. In the better lessons directed questions enable students to demonstrate a broader or deeper understanding. However not all teachers use the available information on individual students to ensure they provide stretch and challenge for the more able. In less effective lessons, open questions to the group fail to check learning adequately. Students are considerate of others, are punctual and attendance is good.
- Students develop a wide range of knowledge and skills essential for working in early years settings. They have a good understanding of child development and the importance of the principles of the Early Years Foundation Stage curriculum. They develop good teamwork skills and understand the need for clear, accurate and safe handling of information. The standard of students’ displays is good.
- Materials on the virtual learning environment support students’ studies appropriately. For example, advanced students undertake research on current legislation. In one lesson students shared their findings with the group promoting a lively discussion on the implications of the legislation on childcare provision. The development of English and mathematical skills is generally good and students recognise the importance of these for their future work. Students do not have sufficient opportunity to develop confidence and competence in using interactive whiteboards, which is now standard practice within early years settings.
- Students benefit from a wide range of enrichment activities enhancing their learning and personal development, for example visiting forest schools and fund-raising for local and national appeals. Leisure activities include kayaking and canoeing. Work placements are valued and students benefit from the close collaboration between the placement staff and teachers. This supports learning and develops professional practice well.
- Assessment is well planned and timely. Students’ work is generally of a good standard. Written feedback from teachers is supportive with clear guidance for improvement. Wider reading, research and independent study are encouraged. However, the correction of spelling and grammatical errors is not always thorough.
- Suitable advice and guidance ensure individuals are enrolled on the correct course. The newly introduced progress coaches gain a holistic overview of the personal and academic support needs of each student, including any support to improve English and mathematics. Students are involved effectively in progress monitoring in individual reviews and take ownership of long- and medium-term targets. Close links with other teachers, student services and career staff help to enable students to achieve. Parents or carers receive a written report each term.
- The promotion of equality and diversity is satisfactory. Teachers create a culture of mutual respect and act as positive role models demonstrating attitudes and behaviour essential within the sector. Teachers do not always make full use of naturally occurring situations in lessons to raise understanding of diversity. Students have a clear understanding of how to keep themselves and children safe and the need to recognise each child as a unique individual.

<b>Building and construction</b> <b>16-19 study programmes</b> <b>19+ Learning programmes</b>	Good
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- Teaching, learning and assessment are good and lead to the large majority of students achieving their qualifications. Long course success rates have improved steadily over the last three years to above the national average.

- Teachers use their good subject knowledge and extensive industrial experience to develop students’ practical skills. They make effective use of current construction industry practices and the college workshops to give relevance to students’ work. Students undertake training allied to insulation and rendering techniques which addresses key aspects of the environmental agenda.
- In practical lessons students enjoy their activities, work independently and safely, develop confidence and apply their knowledge and skills well to their tasks. They make good progress and develop good employability skills. Most students, particularly in wood occupations, produce high-quality work and to industry standards. In one lesson, students prepared a good plan for the ground floor of a domestic dwelling, produced an accurate setting-out ‘rod’, marked out fixing locations on internal block walls and secured softwood floor joists in correct locations.
- In theory lessons where students make good progress, teachers check students’ knowledge and understanding by using direct and probing questions. In lessons where less progress is made, the pace of work is slower, the range of teaching and learning activities do not motivate and sustain students’ interest, and tasks or activities are insufficiently challenging for the more able students.
- The use of technology is good. The virtual learning environment is well developed and used regularly by students and teachers. It includes course materials, links to construction websites, new construction products and information on construction legislation. These resources support lesson delivery and help students develop their independent skills.
- Support for students is good. Teachers monitor students’ progress regularly. They work closely with progress coaches so that there is early intervention if students are at risk of underperforming and develop appropriate action plans. The college’s electronic monitoring system is used well by students and teachers, and targets set for students are realistic and time bound. Learning support assistants use the outcomes of students’ initial assessment effectively to inform support plans. They work well with teachers and workshop technicians to help and support students.
- Assessment of students’ work is timely and accurate. Students’ written work is satisfactory overall and good in wood occupations. Written feedback, although often brief, enables students to improve the quality of their work.
- The development of mathematical skills is good. In one lesson on wall tiling, students calculated accurately the number of ceramic tiles that were required for a given surface area and the cost of materials and labour charges. The development of English skills requires improvement. Teachers do not correct students’ grammatical and spelling mistakes and do not always check their own spelling for accuracy.
- Information, advice and guidance are good. Individual tutorials are effective. Students value the good information that teachers and college staff give them on progression routes and employment opportunities.
- The promotion of equality and diversity is good. In one lesson on plastering, the teacher discussed construction methods in several European countries and compared them with those in the United Kingdom. Recently, 10 construction students spent two weeks in France to learn about French construction practices. In most lessons, students demonstrate high levels of respect for each other and for their teachers. The low number of female students in construction was identified as an issue in the last inspection and remains an area for improvement. The promotion of personal safeguarding is good.

<b>Sport, leisure and recreation and travel and tourism</b> <b>16-19 study programmes</b> <b>19+ Learning programmes</b>	Good
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- Teaching, learning and assessment are good and this is reflected in high success rates for most courses. Achievement rates on a minority of short sports courses require improvement.

- Students benefit from well-planned, engaging and active lessons delivered by experienced vocational teachers. Students’ knowledge of key subject terminology is developed effectively and reinforced through good quality learning materials and practical group tasks. Prior learning is built on effectively, developing understanding and skills. For example, in a travel and tourism lesson, students were able to confidently reflect on their performance when organising conferences and events and the importance of effective teamwork. In a sport lesson, students made rapid progress in developing their understanding of valid and reliable fitness testing to best meet diverse specific needs.
- Technology is often used effectively to enhance learning. For example, students in a sports lesson used tablet computers and GPS technology to observe and analyse performance on the football pitch. The use of the virtual learning environment to support and extend independent learning in travel and tourism is underdeveloped. Teachers use a range of questioning skills effectively to encourage participation, promote engagement and to assess progress. In a small minority of lessons, the most skilled students are not always sufficiently challenged.
- A range of high-quality facilities effectively supports the development of students’ practical skills. Travel and tourism students benefit from the skills of an experienced on-site travel agent and realistic airline cabin to practise and apply their customer service skills. Students on sports courses use industry standard indoor and outdoor facilities, including a modern gym and all-weather pitch and a sports hall. A well-established sports academy, supported by experienced professional coaches, provides excellent opportunities for students to develop their sports performance competitively.
- Students’ communication and employability skills are effectively developed to prepare them well to progress to further study and employment. A broad range of short courses, work experience and educational visits enhance students’ main study programme, developing their vocational skills and confidence. Travel and tourism students benefit from enrichment programmes in overseas resort representatives, cabin crew, aviation operations and events, along with overseas visits. Sports students develop their leadership and coaching skills through additional courses and links with semi-professional and professional clubs.
- Students’ individual needs are identified quickly through effective initial assessment. Students make good progress in theory lessons and in their sporting abilities. They are effectively supported by teachers, sport and progress coaches and careers advisors. Assessment of work is timely and feedback is consistently detailed, constructive and supportive. Students’ performance and progress are regularly and systematically monitored and recorded. Students understand how to improve through clear, personalised target-setting.
- Students’ English and mathematical skills are effectively developed through vocationally related assignments, support workshops and projects. The importance of accurate written English is a key focus of teachers’ delivery, assessments and feedback. In a lesson on fitness testing, sport students effectively and independently developed their mathematics skills carrying out measurements, calculations and unit conversions to calculate their level of fitness. Opportunities to develop students’ mathematical skills in travel and tourism lessons are not always fully exploited by teachers.
- Students’ understanding of diversity is well developed through creative case studies and applied learning activities. For example, in a sports lesson, students effectively considered ways to analyse the performance of athletes participating in a broad range of sports, including wheelchair rugby and Kabaddi, a form of wrestling popular in south Asia.

<b>Foundation English</b> <b>16-19 study programmes</b> <b>19+ Learning programmes</b>	Good
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- Teaching, learning and assessment are good and this is reflected in outcomes for students. Success rates for functional skills English have improved and are well above average for 16- to

18-year-olds and adults at most levels. Although high grades in GCSE English have improved for adults, too few 16- to-18-year-old students gain grades A\* to C.

- Teachers have high expectations of students and encourage cooperation, collaborative working and discussion. Students develop confidence in their English skills such as descriptive and emotive writing, using punctuation correctly, recognising the impact genre has on characters in a story and using prefixes and root words to improve their writing style. Most students engage well in lessons and are motivated and enthusiastic.
- In the better lessons teaching is lively and imaginative. For example, in a creative writing lesson students were effectively challenged in writing a piece on blind dating. Teachers facilitate good discussions, for example examining the use of presentation features in a range of texts, writing to a specific genre or the key components in writing a good story. Lessons are well paced and a wide range of activities maintain interest and sustain concentration. Sports students enjoyed a scrabble activity where they gained points when constructing words to improve their vocabulary.
- Good starter activities promote students' engagement, for example the correct use of capital letters to improve marks in a creative writing assessment. Learning is assessed well through a variety of methods with some very effective peer assessment, for example in a GCSE English lesson where students provided feedback on each other's written homework. Questioning is used to develop knowledge and understanding and to assess learning. Teachers encourage students to think and work out solutions, which was particularly effective in a functional skills lesson on prefixes. However, teachers do not always do enough to encourage all students to contribute their solutions. In a few lessons, teacher talk tends to dominate and as a result, students lose interest and distract others. Occasionally, activities are not completed. A few lessons fail to inspire and engage all students, for example where work is too complex to develop confidence and understanding. GCSE English students use the virtual learning environment very effectively and resources on the site are being updated for functional skills. Technology is often limited to presentations rather than more imaginative use such as video clips or interactive tasks.
- Students benefit from good information, advice and guidance. Initial assessment is effective in identifying levels and gaps in learning but is not always used well in planning lessons to meet individual needs. Learners know the level at which they are working and what they aspire to achieve. Individual learning plans effectively track learners' progress and set clear measurable targets, although in adult learning the emphasis is often on the task rather than learning.
- Students receive effective constructive verbal feedback that highlights how they can improve. They know what they have done well and what they need to do to progress. However, written feedback on functional skills work is of variable quality. Students' GCSE assignment work is marked well. Teachers regularly monitor students' progress towards predicted grades.
- English skills are generally developed effectively in students' vocational work. Students who have achieved grades A\* to C at GCSE can attend vocational workshops that promote further development of their skills.
- Students treat each other fairly and with respect. Equality and diversity are often promoted well, for example in a discussion about homophobia in football. In a few instances teachers do not use the opportunity to explore issues further that would widen students' understanding.

## The effectiveness of leadership and management

**Good**

- Leaders set aspirational targets to establish high expectations, particularly in students' attendance, retention and success. They use local intelligence well to develop the curriculum offer and ensure that it remains relevant to local needs and in line with the college's decision to focus on providing high-quality, successful vocational programmes. Governors provide skilful and well-informed scrutiny and robust challenge to the college which has underpinned its strong quality improvement work. They have a particularly good understanding of the key strategic challenges facing the college and provide clear direction. They took decisive action to improve

the leadership of the college following the previous inspection, and this has led to improvements in the quality of teaching and learning and in success rates on most courses. Governors are proud of the college, its staff and the achievements of its students, particularly those who progress to higher education, often the first family member to do so.

- The college's strong focus on improving both the process of observing teaching, learning and assessment and the quality of lessons has resulted in significant improvements. The revised and particularly detailed performance management process being adopted by the college draws on a wide range of performance information. Individual teachers who are deemed to require improvement are supported through an intensive quality improvement programme of enhanced monitoring, coaching, development and support, which is followed by more formal performance management where necessary. The annual meeting where individual performance is discussed emphasises the core values of the college and the links between the use of personal professional development, the quality of lessons and the progress of students. However, the process is new and has yet to be fully established.
- The range of measures that the college has introduced to improve quality is extensive and is having a significant impact on the improved success rates across most courses. Self-assessment involves all staff and governors and is a continuous process, with reports being constantly updated during the year in line with outcomes of teaching observations, student retention and any successes. Courses that are considered to be underperforming are subjected to a process of enhanced monitoring similar to that adopted for individual teachers. The most recent self-assessment report identifies strengths and areas for improvement that closely match those identified by inspectors. The systematic and first-hand use of students' views in self-assessment is an area that the college recognises to be in need of improvement.
- Leaders and managers have good and much improved access to clear, informative and up-to-date performance information that they use well to monitor and improve quality. New arrangements to monitor target-setting and achievement of individual students are making a positive impact on reducing the small number of students who do not attend regularly and are considered at risk of not completing their programmes. Leaders and managers take decisive action to support or ultimately remove courses and programmes that consistently underperform or no longer meet identified local or regional employer needs, although a recent course closure left a gap in progression opportunities in one subject area. Curriculum managers are instrumental in monitoring and improving the quality of programmes in the college. They share the strong corporate vision to support students to achieve their potential and are proud of the improvements the college has made and is making. The significant improvements in their access to, and understanding of, management information and local area market intelligence supports them very well to plan, manage and improve their curriculum area. Students understand very well the importance of developing their mathematics, English and information and communication technology skills as a result of the very strong and highly visible emphasis on this area of their programmes of study around the college.
- The college monitors the performance of students closely and is able to ensure that there are few differences in the performance of different groups. The culture of fairness, enthusiasm for success and mutual respect across the college motivates students to succeed. Staff development events to encourage and support the integration of diversity as a theme into lesson plans and schemes of work have been extensive and varied and are beginning to have a positive impact as seen in the college's lesson observation records but more remains to be done to ensure that all teachers are confident in dealing with the topic of diversity in their lessons.
- The college meets its statutory requirements for safeguarding students. Students feel safe, welcome and valued by the college. Student welfare is promoted well through induction events, care and support provided by course tutors and leaders and extensive publicity around the college about sources of advice and help.

## Record of Main Findings (RMF)

### Provider name

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	2	N/A	N/A	2	N/A	2	2	N/A	N/A
Outcomes for learners	2	N/A	N/A	2	N/A	3	2	N/A	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	2	N/A	2	2	N/A	N/A
The effectiveness of leadership and management	2	N/A	N/A	2	N/A	2	2	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	2
<b>Public Services</b>	2
<b>Early years and playwork</b>	2
<b>Building and construction</b>	2
<b>Sport, leisure and recreation</b>	2
<b>Travel and tourism</b>	2
<b>Foundation English</b>	2

## Provider details

<b>Type of provider</b>	General further education college							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 1169							
	Part-time: 2080							
<b>Principal/CEO</b>	Mr Martin Harrison							
<b>Date of previous inspection</b>	April 2011							
<b>Website address</b>	www.dearne-coll.ac.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	298	18	289	28	393	73	N/A	N/A
<b>Part-time</b>	48	47	4	97	N/A	53	N/A	17
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	84	47	14	13	N/A	N/A		
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	N/A							
<b>Part-time</b>	72							
<b>Number of community learners</b>	111							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Rotherham United Community Sports Trust</li> <li>■ Atfutsal Group Limited</li> </ul>							

## Contextual information

Dearne Valley College was established in 1976. It serves the former coalfield communities of South East Barnsley, South West Doncaster and North Rotherham. The Dearne Valley itself is an area of South Yorkshire that includes Wombwell, Wath-upon-Deerne, Swinton, Conisbrough, Mexborough, Bolton on Dearne, Goldthorpe, Thurnscoe and many other smaller villages with a population nearing 100,000. It has experienced high levels of unemployment since the demise of the mining industry in the 1980's.

## Information about this inspection

**Lead inspector**

Ruth James HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Director of Quality as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used data on learners' achievements over the last three years to help them make judgements. Inspectors observed lessons. They used group and individual interviews, and online questionnaires to gather the views of learners, parents and employers; these views are reflected throughout the report. Inspectors looked at the quality of teaching, learning and assessment and graded the sector subject areas listed in the report above.

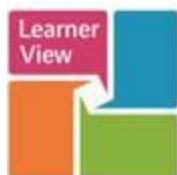
## What inspection judgements mean

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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