

# Lowestoft Sixth Form College

## Sixth form college

<b>Inspection dates</b>		<b>28–31 January 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Not previously inspected
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

### Summary of key findings for learners

#### This college requires improvement because:

- Students' success rates on A-level courses, vocational courses and for A\* to C grades on GCSE courses are below average.
- Students on A-level courses do not consistently make enough progress.
- The quality of teaching and learning varies widely and too much requires improvement, including in English and mathematics.
- Teachers are not consistently demanding of students in lessons and do not always match their challenges and work to the differing capabilities of individuals or groups of students effectively enough.
- The quality of written feedback lacks precision and does not always promote improvement.
- The quality of target setting, monitoring and recording of progress is insufficiently rigorous.
- Several aspects of leadership and management require improvement including strengthening of quality assurance arrangements to promote a consistently high quality of provision, increasing the use of challenging targets to ensure achievement of strategic priorities and more rigorous self-assessment at subject level.

#### This college has the following strengths:

- A dedicated staff team who are determined and committed to develop the role of the college within the Lowestoft community.
- High priority is given to the celebration of individual and groups of students' success in order to motivate all students and recognise their efforts.
- Highly constructive work that engages parents, stakeholders, local schools and the wider community with the work of the new college.
- Impressive accommodation and high quality resources for learning which provide an enjoyable and calm learning environment.
- Significantly improved AS-level success rates to above average.

## Full report

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

- Improve the quality of teaching in English and mathematics to ensure learning and achievement are good or better. Fully implement all aspects of the literacy strategy and monitor the impact closely. Increase the extent to which mathematical skills are developed across the curriculum.
- Analyse the factors that influence low attendance fully and put in place actions to increase students’ attendance on courses with a record of low attendance, on GCSE courses in English and mathematics, at tutorials and functional skills lessons. Confirm accountability for tracking and pursuing attendance issues.
- Put in place actions to reduce further the gaps in achievement between male and female students at A-level and between students with learning difficulties and/or disabilities and their peers. Monitor progress with these actions closely.
- Reduce the variation in teaching quality by improving teachers’ structuring of lessons, the effectiveness of questioning, increasing the use of formative assessment to assess students’ progress and ensuring that teachers are consistently demanding of their students across the ability range.
- Improve teachers’ use of written targets to support students’ achievement. Ensure that written feedback is of consistently high quality and is precise in identifying to students the skills needed to improve.
- Implement plans for strengthening and formalising the systems for the provision of academic and pastoral support including for progress reviews and ensure that these are used consistently by tutors.
- Increase the frequency of observation of learning within lessons and ensure that observations are rigorous and lead to sharply focused action plans. Ensure actions for improvement for individual teachers are implemented promptly.
- Support staff to develop their skills in self-assessment. Ensure that self-assessment of subjects is comprehensive and rigorous, and leads to successful actions for improvement.
- As part of action plans linked to strategic priorities, put in place challenging targets to support the raising of all aspects of students’ performance to the highest level.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- In the first two years of the new college, students’ success rates for almost all qualification types increased substantially from well below average. In 2012/13, the success rate for AS-level courses increased markedly to above average with high success rates in a number of subjects including health and social care, information and communication technology and performing arts. However, the increase in the success rate for A-level courses was modest and the rate remains below average.
- Students’ progress compared to their below average prior attainment on AS-level courses is good overall but varies considerably between subjects. Their progress is particularly notable on courses in information and communication technology and psychology but in a few subjects, including media studies, they do not reach their expected grades. Overall on A-level courses, students’ progress is at a lower rate than expected and, in particular, they do not make sufficient progress in mathematics, history and business studies.
- On vocational courses at level 3, students’ success rates declined in 2012/13. The relatively small numbers of students enrolled on these qualifications at level 2 and 3 achieved below

average success rates, largely because of high withdrawal rates. In the current academic year, the rate of withdrawal on these courses is much reduced. The large majority of students who complete their courses achieve their expected grades.

- Students' success rates on GCSE English and mathematics at grades A\* to C are low and have declined in mathematics. The relatively few students who take functional skills qualifications in mathematics achieve average success rates at level 1 but low rates at level 2. Students attend well on most courses but attendance is low on GCSE courses and at functional skills lessons.
- Students' progression between levels of study within the college is satisfactory. The large majority of students who study at level 2 progress to further study or employment. Around a half of students who study on the combined GCSE course move on to a level 3 course and over three-quarters of students who complete level 2 vocational courses progress to further study at level 3. Most students on AS-level courses continue on to study at A-level. The proportion of students who apply for university places on completing their course has increased well from around a third to over a half and more than three quarters of applicants took up their places in 2013/14.
- Overall, the gap between male and female students' success rates reduced in 2012/13; however, despite a considerable reduction, a much wider than average achievement gap exists between male students, who are more successful, and their female peers at A level. The gap between the success rates of students with learning difficulties and/or disabilities and their peers narrowed in 2012/13 but their success rates remain lower than the rates of their peers.
- The friendly and inclusive college ethos supports mostly good development of students' personal and social skills. Through a wide range of activities such as a trip to Prague, production of a Shakespeare play in a local park and involvement with local schools through sports events, students broaden their horizons well and learn a useful range of personal skills. Students on the new 'WorkSkills' level 2 course as well as most students on courses in health and social care and sport undertake useful work experience. Plans are in hand to increase the range and take-up of work-related activities across the curriculum in order to meet fully the requirements of study programmes.

### The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is improving as reflected in the increased success rates and progress of students on AS-level courses in 2012/13. However, considerable variation in the quality exists and too much teaching requires improvement as reflected in the below average success rates and some students' limited progress on other courses including A-level courses.
- Over the first two years of the new college, the composition of several subject teaching teams has changed and stability and consistency are not yet established. The proportion of good teaching and learning is increasing and inspectors observed a few examples of outstanding teaching. However, in the majority of lessons, aspects of teachers' practice are not yet fully effective. The teaching on GCSE courses, in functional skills lessons and on level 2 courses too often fails to inspire students and consolidate their knowledge.
- Teachers do not always have high enough expectations of what students can achieve, particularly, but not exclusively, on A-level courses. Often, teachers do not deepen students' understanding or extend their skills enabling them to gain higher grades. Most teachers have good subject expertise and use praise well to motivate and increase students' enjoyment of lessons.
- Teachers do not use assessment during lessons effectively to gauge students' progress and inform subsequent teaching strategies. Teachers' use of prior attainment information to inform teaching varies too much. Accordingly, teachers do not always match challenging work to the differing capabilities of individuals or groups of students thus limiting their potential.

- In the best lessons, teachers make learning challenging and exciting. For example, in a drama lesson, the teacher developed students' understanding of how to use punctuation breaks well. While students recited extracts from Marlowe's *Doctor Faustus*, they kicked empty cardboard boxes across the room at key points in the script, which gave emphasis and energy to the monologue. The lively activity helped students to think about how changes to voice tone and timing can help maintain pace within a scene and, as a result, they improved their enactment of the characters.
- Teachers do not promote essential skills development in mathematics and English frequently or thoroughly enough. In a few subjects, teachers ensure students use technical language confidently and, as part of the new literacy strategy, a range of initiatives has been introduced recently to encourage students to read more widely.
- Students' attendance has improved on level 3 courses and is mostly high. However, their attendance is low in a minority of subjects, functional skills, GCSE subjects and tutorials and actions to support increased attendance take too long to be implemented.
- The majority of students make good use of timetabled directed learning sessions to research information before lessons. Where teachers promote and structure students' reading and research, their learning is particularly effective. However, teachers' practice is not yet consistently good in this respect.
- The new building provides an excellent learning environment with a wide range of high quality specialist resources. In some subjects, such as media, teachers use the wide range of high quality interactive technologies well to support learning, although the imaginative use of this technology is not yet prevalent across other subjects.
- Most teachers promote use of the virtual learning environment (VLE) to support students' learning well. In subjects such as music technology and drama, the VLE resources are wide-ranging and include well-used, on-line discussion blogs. The VLE content for a minority of subjects is limited, not easy to navigate and less useful.
- Teachers and personal tutors provide good personal support for students frequently which contributes strongly to their staying on and completing their courses. In addition, staff provide helpful additional subject-based workshops.
- Teachers' recording of students' progress and setting of short-term targets to promote students' achievement require improvement. Their records of progress reviews including agreed follow-up actions do not contain sufficient detail. Targets set are often imprecise and unhelpful such as 'improve attendance' or 'complete all your work on time'.
- Teachers mark and return work promptly. The majority of teachers clearly identify what students need to do to improve their work. A minority of teachers' feedback is too general and does not direct improvement sufficiently by highlighting specific gaps in students' understanding, skill development or presentation style.
- A well-structured group tutorial programme includes activities to develop students' skills for employment such as interview and presentational skills. However, the quality of teaching in tutorials varies and some is uninspiring which influences the extent to which students find these sessions valuable.
- Staff provide good support and guidance in helping students to consider university choices and apply to higher education. Their advice to students who choose to pursue full-time employment or apprenticeships is less comprehensive.
- The promotion of equality and diversity is improving and is satisfactory. A minority of teachers ensure good integration of equality and diversity themes within subject teaching but this approach is not widespread across subjects. In tutorials, staff provide an appropriate range of themes that help raise students' awareness of equality issues such as stereotypical discrimination.

**Science and mathematics****16-19 study programmes  
19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment require improvement because not enough students make the progress expected of them. This is reflected in their below average success rates for mathematics, A-level biology and GCSE science courses. However, the progress of current students on most A- and AS-level courses in mathematics is improving. Several changes in the teaching team have taken place recently.
- The quality of teaching varies too much across subjects. In a few lessons, teachers have high expectations, for example, of students' understanding of complex mathematical concepts or in demanding that they produce high quality and well-researched work including using information and communication technology very effectively. However, too often in lessons, teachers' low expectations, insufficient challenge and slow pace lead at best to satisfactory progress for different groups of students.
- In less effective lessons, teachers' use of a range of learning activities is often limited. They tend to focus their work demands to meet the needs of middle-ability students and rarely provide sufficient challenge for more-able students. Teachers do not consistently make students think for themselves and often allow them to become reliant on teachers' explanations to cover for their lack of understanding.
- Teaching of GCSE mathematics requires improvement as shown by the decline in the proportion of students who achieve grades A\* to C in 2012/13. Some over-directed and ineffective teaching with insufficient assessment of prior attainment does not motivate students to learn well or ensure their learning needs are met. Teachers' feedback on students' GCSE work in science and mathematics is insufficient.
- In the minority of good lessons, teachers promote independent learning and check students' understanding frequently. They encourage students to learn from each other, for example by working productively in small groups to consolidate their understanding of topics such as the properties of capacitors and their use in every day appliances.
- Teachers make too little use of their knowledge of individual students' prior attainment and ability level during their lessons. Target grades are set for students, but not all teachers make sufficient reference to these or use them as a means to promote maximum achievement. A small minority of students are unable to recall what they need to do to improve to meet their targets, leading to slow progress for some.
- Teachers in a minority of lessons use very effective strategies to check students' understanding and use this assessment to inform subsequent learning activities. However, more often, teachers make too little assessment of students' progress during lessons and do not make enough adjustments to their approach to ensure that students learn quickly and effectively.
- In all subjects, teachers regularly set homework based on examination questions or use of the VLE to enhance understanding of practical sessions or complex theoretical concepts. In science lessons, teachers promote high awareness of health and safety that prepares students well for future study or employment.
- In the best science lessons, teachers develop students' mathematical skills well and they develop good extended writing skills in additional directed learning sessions. On applied science courses, assignment work supports development of students' technical vocabulary. Students do not do enough writing in mathematics lessons to support improving their English skills.
- Staff provide students with good support prior to enrolment including through the provision of useful course booklets and access to the VLE. Students receive good and timely support with their applications to universities, including for Russell Group universities: however, those not progressing to university do not received the same quality of advice.

- Teachers do not consistently develop equality and diversity themes during lessons which limits students' wider learning and understanding. For example, when teaching theories such as Pythagoras' theorem, a discussion about different cultures was not developed. However, in applied science, students develop a good grasp of ethical and moral issues surrounding crime through exploration of topical issues.

## Visual arts and media

### 16-19 study programmes

### 19+ Learning programmes

Requires improvement

- Teaching, learning and assessment do not ensure enough students reach their full potential and require improvement. This is reflected in the below average success rates on several media courses and the low proportion of students who achieve or exceed their expected grades across subjects. Too often, both in lessons and in tasks set, teachers are undemanding of students and they do not use assessment fully to support learning.
- The quality of teaching varies markedly. A majority of lessons contain some good features and, in a few lessons, students make well above average progress. However, in the majority of learning activities and lessons students' progress rarely exceeds expectations.
- In the good lessons, teachers maintain a brisk pace and include variety such as using lively discussions about pre-production techniques, mind-mapping activities and integrating the use of the VLE well to enhance learning. Teachers' questions in media and film studies lessons extend students' understanding of theoretical concepts and develop their use of specialist terminology well.
- Teachers do not consistently provide enough challenge for students or regularly extend their knowledge and understanding sufficiently. They do not always set targets, motivate students to work towards their aspirational grades or monitor students' progress consistently enough during lessons to promote good progress and motivate students to be more ambitious.
- The quality of students' sketchbooks varies and not enough are of high quality. While a few include students' work that is rich in the use of media and materials, not enough contain work that shows sufficient development of students' skills in research and creative exploration of artistic themes.
- Students' attendance is low on a few courses and this has an impact on their chances to achieve. Teachers do not always follow up absences swiftly enough to encourage more students to return to their studies sooner.
- Teachers develop realistic projects that help students learn important teamwork skills as well as taking individual responsibility for aspects of the work. This gives them a clear understanding of the requirements and expectations of work in the creative industries. High quality, industry-standard, specialist resources support learning activities in both art and media.
- Teachers integrate equality and diversity themes well into coursework. For example, students research and consider how different artists depict women in their work. In addition, teachers ensure students have a high awareness of the inappropriate use of images that might cause offence or be deemed as discriminatory, and help them to take alternative approaches.
- Teachers return marked work quickly but the quality of written feedback varies considerably. Teachers' high quality feedback includes correction of spelling, grammar and the use of technical language and provides clear guidance on how to improve work to achieve a higher grade. However, in too many instances teachers' feedback is too general, for example stating 'more needed' or 'expand' with a lack of clear improvement points.
- Teachers do not incorporate development of English and mathematical skills into assignments sufficiently. Teachers identify key words but do not develop students' use of these enough.

Teachers rarely develop students' mathematical skills. Although level 2 students receive additional help with writing skills in GCSE or functional skills classes, subject teachers do not support further development in their lessons enough.

- Staff provide well-structured tutorials for A-level students which prepare them for further study or employment. Recent changes to tutorials for AS-level students ensure appropriate coverage of topics to broaden their understanding of the outside world: however, some uninspiring teaching results in a few AS-level students failing to see the relevance and value of these.

## English

### 16-19 study programmes 19+ Learning programmes

Requires improvement

- Teaching and learning require improvement and this correlates to students' progress and success rates. Almost all AS-level and A-level students who complete their courses pass their exams. Students on AS-level courses made improved and mostly good progress compared to their prior attainment in 2012/13, but A-level students rarely exceed their expected grades. A majority of students on the GCSE English course have failed to gain their target of a grade C or better.
- In the best lessons, teachers use learning activities that extend students' skills. They use focused questioning to test students' understanding of theory encouraging them to use technical language, read more widely, and develop research and study skills. In an A-level literature lesson, students demonstrated well their ability to analyse complex texts, and to identify the key linguistic features of metaphysical poetry.
- However, not enough teachers have sufficiently high expectations of students nor motivate them to succeed. Less successful teaching fails to accelerate the rate of students' progress and to inspire students to aim high. A minority of lessons fail to engage all students purposefully and promote new learning. Teachers do not always identify what skills students are expected to learn. Not all students concentrate on tasks set, are attentive and develop sufficiently good speaking and listening skills.
- Teachers' use of learning methods in a minority of lessons is insufficiently varied to sustain students' interest and they do not make students think for themselves often enough. Teachers do not consistently manage group activities well to ensure that all students make a positive contribution. However, in a few lessons teachers promote good sharing of ideas and ensure positive contributions from students to group tasks.
- The majority of teachers use good resources and study materials to help students revise and continue their learning outside the classroom. Through these resources most language students are able to improve their writing skills including paragraphing techniques. The majority of teachers use an appropriate range of technology but a few do not use interactive smart boards creatively to stimulate learning.
- Many students improve their written work through teachers' constructive feedback and a minority create useful personal action plans for improvement. A minority of teachers' feedback is less sharply focused and too cursory to give students a clear picture of what they need to do and how to improve. In lessons, students are praised for their efforts but they are not always challenged sufficiently to investigate matters at a deeper level.
- Students are taught well to understand assessment criteria and GCSE students are helped to appreciate what a successful essay looks like. Teachers ensure that students practise assessing how well texts meet assessment criteria which helps prepare them for examinations. Teachers encourage self- and peer-assessment but students have too few discussions to consolidate the value of the skills developed through these methods.

- Staff assess GCSE students' starting points accurately to ensure they are on the right course. Enrichment opportunities include visiting speakers and trips abroad that help students learn wider personal and social skills. Staff support A-level students to prepare well for application to higher education but few go on to study English at university. Teachers use too few curriculum initiatives to extend students' numeracy skills.
- Teachers promote students' understanding of equality themes well through coursework. For example, a group of language students rewrote fairy stories and scenes from romantic novels to challenge the stereotypical portrayal of the female protagonist always being rescued or saved by the male hero. Others created an annotated cartoon showing a man carrying out domestic chores in the kitchen. These provoked good humour and debate about similar scenarios. Teachers' exploration of wider diversity issues is less well promoted through learning activities.

## The effectiveness of leadership and management

## Requires improvement

- The principal and managers are ambitious for the new college, with its excellent accommodation and resources, to succeed. The principal is enthusiastic and determined and, through good leadership, challenges a small senior management team in the drive to raise standards and promote achievement. The college's reputation is increasing, and it is growing in organisational confidence and maturity.
- Managers identify clearly where improvement is needed but their actions have not been successful enough in improving students' performance on A-level and vocational courses or in improving the quality of English and mathematics provision. However, managers' actions have brought about significant improvement in AS-level achievement, increased in-year retention of students on vocational courses and good attendance on most level 3 courses.
- Governors are very experienced and strongly committed to the college's success. They understand their role well and contribute effectively to the development of a strategic plan, focused on meeting local needs. They support well the constructive work undertaken by senior managers to engage with the range of stakeholders, including parents and carers, as part of developing the college's role in the community.
- Managers provide well-presented information which enables governors to monitor students' performance, which they undertake thoroughly. Governors are highly effective in questioning and challenging, but their links with the subject areas are not always strong enough to ensure their full scrutiny of the quality of teaching and learning. The management of risk is good.
- Managers have embarked on a wide range of well-considered initiatives to help improve students' performance. For example, including directed learning periods into the timetable and implementing plans to develop the use of students' individual learning plans. However, some of these initiatives are new and not yet fully effective.
- The strategic plan is clear and well written. Strategic priorities, although monitored closely through monthly meetings, mostly lack formal, challenging targets as a basis for raising achievement and to aid evaluation of progress. The curriculum is responsive to local needs and increasingly meets study programme requirements. Managers work closely with local education providers to ensure the offer is complementary.
- The quality of teaching and learning is evaluated using a range of indicators of teachers' professional practice but does not place enough emphasis on regular, evaluative observation of teachers' classroom practice and its impact on students' learning. The resulting action plans often lack sufficient detail to improve classroom practice rapidly; review timescales are often too long. Contrary to the managers' assessment, not enough lessons are good or outstanding.
- Performance management systems are good. Professional reviews are detailed and thorough. Managers use the process effectively in resolving poor performance. The staff development programme is comprehensive and offers a wide range of relevant activities. Subjects identified



as causing significant concern received good focused support and most are improving, some significantly.

- The self-assessment system is well designed and understood by staff. However, its lack of maturity in part contributes to the variability of teaching standards. The overall self-assessment report is mostly accurate, but some positive features are overstated. Grades awarded by the inspection team are lower than those awarded through self-assessment.
- Teachers are responsible for writing subject self-assessment reports based on detailed data reports, students' views and other course-related information. However, many teachers are inexperienced in evaluation; as a result judgements and improvement actions often lack precision.
- Provision for the development of students' English and mathematics skills is satisfactory. The development of these skills in subjects is variable but improving; however, GCSE results for A\* to C grades are low. The new literacy strategy is beginning to have a positive impact.
- Mutual respect between teachers and students exists as part of the college's ethos. The anti-bullying policy positively encourages reporting and referrals are dealt with effectively and quickly. Staff complete appropriate equality and diversity training and on-line disability training.
- Achievement gaps between different groups are being tackled largely successfully although more attention is needed to reduce the gap between students with learning difficulties and/or disabilities achievement and that of their peers. The promotion of equality and diversity is good on some courses, but opportunities to widen understanding are not developed consistently.
- Arrangements for keeping students safe are good. Staff and students know who to approach if an issue arises. Students feel physically and emotionally safe. Managers ensure that statutory safeguarding requirements are met including maintaining a single central record of appropriate security checks on staff.

**Record of Main Findings (RMF)****Lowestoft Sixth Form College**

<b>Inspection grades are based on a college's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	<b>16-19 study programmes</b>	<b>19+ Learning programmes</b>
<b>Overall effectiveness</b>	3	3	3
Outcomes for learners	3	3	3
The quality of teaching, learning and assessment	3	3	3
The effectiveness of leadership and management	3	3	3

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Science</b>	<b>3</b>
<b>Mathematics and Statistics</b>	<b>3</b>
<b>Visual Arts</b>	<b>3</b>
<b>Media and Communication</b>	<b>3</b>
<b>English</b>	<b>3</b>

## College details

<b>Type of provider</b>	Sixth form college							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 537							
	Part-time: 5							
<b>Principal</b>	Yolanda Botham							
<b>Date of previous inspection</b>	Not previously inspected							
<b>Website address</b>	<a href="http://www.lowestoftsfc.ac.uk/">http://www.lowestoftsfc.ac.uk/</a>							
<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>	N/A	N/A	73	N/A	485	7	N/A	N/A
<b>Part-time</b>	N/A	N/A	0	N/A	2	0	N/A	N/A
<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+		
	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Education Funding Agency (EFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>The college does not work with any subcontractors.</li> </ul>							

## Contextual information

Lowestoft Sixth Form College opened in September 2011 and replaces the Lowestoft Consortium of three local schools' sixth forms. The college is housed in a new building on the edge of the campus of Lowestoft College, the town's general further education college. The initial cohort of students included some who were already in their second year of sixth form study. The college offers courses at A- and AS-level in 31 subjects and level 3 vocational courses in five subjects. A level 2 course based on developing skills for work alongside vocational options and a range of GCSE courses are also part of the curriculum. In Suffolk, the proportion of pupils aged 16 achieving five or more GCSEs at grades A\* to C is well below average. Lowestoft town has high levels of social and economic deprivation. The proportion of students from minority ethnic groups is low and similar to the proportions within the Suffolk population.

## Information about this inspection

**Lead inspector**

Philippa Francis, Her Majesty's Inspector

Three of Her Majesty's Inspectors (HMI) and four 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. Inspectors also used data on students' achievements over the last two years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students; these views are reflected within the report. Inspectors observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college. Inspectors looked at the quality of teaching, learning and assessment across 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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