

Gateway Sixth Form College

Sixth form college

Inspection dates		28–31 January 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-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:

- On advanced level courses and on vocational courses at foundation and intermediate level, a high proportion of students successfully gain their intended qualification.
- Teaching, learning and assessment are good. Lessons are well planned and stimulating, leading to effective learning and successful outcomes for students.
- Most students make good progress on their courses. A high proportion has low prior attainment on entry to the college; these students make particularly good progress in their studies.
- It provides a harmonious, welcoming atmosphere for a highly diverse student population. Students enjoy life at the college and a high proportion complete their study programmes.
- Academic support for students is very good. Teachers and coaches monitor students' progress closely and intervene promptly and effectively to support their achievement.
- Staff provide very good information and advice to place students on suitable study programmes and guide their progression to further or higher education or employment.
- It offers a distinctive mix of advanced-level subjects and vocational courses at foundation, intermediate and advanced level. This mix is particularly successful in meeting local needs.
- Leaders and managers provide strong leadership with ambitious targets for improvement. Their actions to improve provision since the previous inspection have been successful.

This is not yet an outstanding provider because:

- A minority of students with high prior attainment on entry to the college do not make sufficiently good progress.
- Too many students fail to achieve A*-C grades in their GCSE English and mathematics qualifications.
- Teachers do not routinely explore equality and diversity topics in their lessons, and do not do enough to promote mathematics in lessons.
- Although students' punctuality has improved, it is at the expense of high attendance rates.
- Leaders and managers do not identify clear priorities in quality improvement plans and they do not keep sufficiently detailed records of progress in monitoring their implementation.

Full report

What does the provider need to do to improve further?

- Ensure that teaching and learning provides suitable and differentiated challenges to meet the varying needs of students with differing levels of prior attainment, so that those with high prior attainment, as well as low, can make excellent progress.
- Develop the curriculum to include qualifications at intermediate level for those who need incremental steps to prepare them for GCSE English and mathematics and ensure that staff place students on the most appropriate courses in these subjects to meet their development needs.
- Use progress coaches and the tutorial programme to set more challenging targets for students' in order to
 - ensure that all students, and particularly those with high prior attainment, make excellent progress
 - develop students' learning and employment behaviours and return attendance rates to earlier high levels.
- Make use of the recently developed systems for sharing good practice in teaching and learning within the college, and extend it beyond the college, in order to
 - improve the extent to which teaching meets individual students' needs
 - help teachers incorporate equality and diversity into lessons more routinely
 - enable teachers to promote and develop students' mathematical skills across the curriculum more effectively
 - ensure that all students, and particularly those with high prior attainment, make excellent progress.
- Identify clear priorities for action in quality improvement plans, monitor their implementation closely and keep detailed records of the progress made to ensure that improvements at the college continue.

Inspection judgements

Outcomes for learners	Good
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- On long courses, the proportion of students achieving their intended qualification is high. Managers and teachers have made good progress in raising attainment at GCE AS-level. Their closer monitoring of students' progress and more rapid interventions when they were at risk of failing were successful in 2012/13 and enabled most GCE AS-level students to gain their awards. The proportion of students gaining GCE A-level qualifications and vocational qualifications at advanced level is high.
- Success rates for students on vocational courses at foundation and intermediate level are high. Although most students take courses at advanced level, just under one third are on study programmes which have, as their main aim, foundation and intermediate level vocational courses.
- In 2012/13, the proportion of students gaining grades at A*-C in GCSE English was poor. Most were on courses that were too demanding for them, given their prior attainment or understanding of English language. Managers have since adapted provision and early indications are encouraging. Students are now gaining higher marks for their writing and are making better progress than before. Their punctuality and attendance at English classes has improved.

- The majority of students studying functional skills for qualifications in English and mathematics at entry and foundation level are successful. However, the college does not offer functional skills or other qualifications at intermediate level for students wanting to progress to GCSE. In GCSE mathematics, the proportion achieving A*-C grades in GCSE was low in 2012/13. As with English, early indications in 2013/14 are that managers' actions are starting to improve provision.
- A large majority of entrants to the college have low prior attainment. Those on study programmes whose main aim is an advanced-level qualification make particularly good progress. However, students with high levels of prior attainment make insufficient progress. Teachers do not do enough to challenge these students to gain higher grades.
- Managers and staff have taken very successful action to improve students' punctuality to lessons. However, attendance has fallen as a result, as a minority of students choose not to attend lessons rather than incur a penalty for their lateness. Progress coaches place high priority on promoting good attendance and punctuality during students' performance reviews to develop good learning and employment behaviours.
- The college has a harmonious atmosphere. The student population is highly diverse and there are no significant disparities in the performance of different groups of students. Students have positive attitudes to learning and enjoy life at the college. They are confident and mature in conversation. A high proportion of students progress to higher education or employment on leaving the college. Progression rates from foundation to intermediate level and from intermediate to advanced level are also high.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment are good. Teachers know their subjects well and teach with energy and enthusiasm. The best lessons have clear plans that focus on individual student's needs, a wide range of well-paced activities that enable learning and make effective use of assessment to check and develop students' understanding of key points. Students make good progress in these lessons.
- In most lesson plans, teachers pay careful attention to students' prior attainment and provide suitable challenge to meet individual needs and help them progress. Teachers have high aspirations for students. However, their planning does not always make this clear. The activities teachers provide for a minority of students, particularly those with high prior attainment, do not provide sufficient challenge to enable them to make better progress.
- Learning support for students plays a strong part in helping them progress. The support team carries out early and thorough initial assessment of students' needs and uses this well to prepare detailed support plans. The additional learning support team works well with teachers to ensure they know how to meet specific needs. The team monitors closely the progress of supported students and intervenes promptly to provide further help and guidance if necessary.
- Subject teachers and students' personal progress coaches work well together to agree a range of long- and short-term targets for students' development. They cooperate closely to monitor student's progress in reaching these targets. Progress reviews with students are regular and frequent; students understand the progress they are making, and the steps they must take to improve. However, in a few cases targets are not sufficiently specific or demanding and do not help students to make better progress.
- Teachers use their good subject knowledge to provide stimulating and interesting lessons. However, in a small minority of lessons, teachers make insufficient use of this knowledge to link subjects to employment. Managers and staff provide a suitable range of employment-related activities including work experience, jobs fairs and guest speakers to develop students' understanding of employment. However, unless it is an integral component in their courses,

students do not always have the opportunity to take part in work experience as part of their study programmes.

- Teachers frequently use a range of suitable methods to assess student’s progress. Their marking is thorough, and most provide feedback that helps students make good progress. Students organise their work well and take pride in the quality of their written work. Teachers use praise appropriately to motivate them. However, in a few cases, their feedback provides insufficient information to guide student’s improvement, or is too directive and does not encourage students to think things through for themselves. In better lessons, teachers use questions well to stimulate further discussion, but in less effective lessons they do not use these questions sufficiently well to help students understand the subject.
- In most lessons, teachers develop students’ vocabulary well, and routinely correct student’s spelling, punctuation and grammar. They are successful in encouraging students to read widely, using a range of programmes including the college’s ‘six book challenge’ and a book group that selects fiction works for the college library. However, teachers do not routinely promote mathematics in their teaching when there are opportunities to do so. As a result, students often make insufficient progress in developing their mathematics skills outside mathematics lessons.
- Managers and staff provide highly effective information, advice and guidance to help students make appropriate course choices when they join the college. The college’s specialist careers officer provides impartial advice and guidance that helps students to make good choices as they progress through college and when they move into higher education or employment. However, the college enrolls a large number of students onto GCSE English programmes that are not well matched to their needs.
- The college has a diverse student population and provides a welcoming and inclusive environment for their learning. Lessons are characterised by an atmosphere of co-operation and mutual respect. However, teachers do not routinely include broader diversity themes in their lessons to develop students’ understanding.

<p>Science</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- The standard of teaching, learning and assessment in science is high and leads to good outcomes for students. The proportion of students who are successful has increased steadily in recent years and is now high in BTEC diploma in applied science and in most sciences at advanced level. Outcomes in chemistry are particularly strong. In most subjects, students make expected or better progress. Students develop good practical skills and knowledge and teachers prepare them well for future study or employment.
- Teachers use questions skilfully to inspire and challenge students, and to provoke deeper thinking about the topic studied. As a result, teachers provide students with very effective challenges to help them gain good understanding of the subject. In one GCE AS-level chemistry lesson, students responded particularly well to skilful challenges, set by the teacher, on the effect of changes in external conditions on the Boltzmann distribution graph.
- Teachers make good use of a broad range of activities and resources to explain the meaning of scientific concepts and terminology. They reinforce their use successfully so that students become familiar with these terms and use them appropriately. In one biology lesson, a teacher made very effective use of carefully selected resources to explain the triplet and degenerate code of deoxyribonucleic acid.
- Teachers use practical work well to develop students’ skills. Laboratories are well equipped and teachers work collaboratively with knowledgeable technicians to provide a wide range of

practical activities for students. They successfully reinforce good health and safety practices. Students are highly motivated to learn. They work industriously with each other and develop good independent learning skills.

- In the few less effective lessons, teachers use too few additional resources to aid or improve students’ understanding of the concepts they are discussing. They do not always take sufficient account of students’ prior knowledge of the subject, or their level of English and mathematics, to help meet their needs. Science teachers carry out insufficient sharing of good practice to develop their knowledge of different disciplines and enable students to make connections between science concepts.
- Progress coaches and subject teachers provide students with good academic support to help their development. Subject teachers write reviews and set subject-specific targets, which they monitor regularly at individual meetings with progress coaches. However, these individual targets often insufficiently specific, are not measurable and do not help students to make sufficient progress.
- Teachers’ assessment practices are good. They use a range of assessment methods, including probing questions in lessons, to test students’ knowledge and develop their deeper understanding. Most written feedback tells students clearly, what they need to do to improve their work. However, on a small minority of occasions, these comments are too brief and do not provide sufficient information to help students progress.
- In contribution to students’ wider study programmes, teachers are effective in developing students’ English and mathematical skills in lessons and their assignments. They give clear explanations to ensure that students have a sound understanding of the mathematical principles underpinning calculations. They are effective in correcting spelling and grammatical errors and reinforcing students’ understanding and use of technical terminology in lessons and assessed work.
- Students work together harmoniously in an atmosphere of mutual respect. The college gives students with learning difficulties or disabilities very good support to enable them to achieve. However, teachers do not routinely incorporate the promotion of equality and diversity into lesson plans or promote discussion when a topic occurs spontaneously within lessons, to broaden students’ understanding and challenge any stereotypical thinking.

Mathematics and statistics

16-19 study programmes
19+ Learning programmes

Good

- Good teaching, learning and assessment are reflected in outcomes for students, most of which are high. The proportion that gains advanced-level qualifications is high. The standard of these students’ work is good. They progress well in lessons and achieve their target grades. The majority of students continue to higher education, further education, employment or apprenticeships. However, too few students with high prior attainment achieve high grades in their examinations and in GCSE mathematics in 2012/13, the proportion of students who achieved an A*-C grade was too low. The majority of students on mathematics courses at foundation level gain their intended qualification.
- Teachers and progress coaches give students good academic support. This builds their confidence in their ability to learn, helps to build their resilience and enables them to progress well. One student said: ‘When a teacher believes in you, it changes your attitude’. He is now taking an advanced course in further mathematics with ambitions to gain university entrance.
- Teachers have good subject knowledge and they plan their lessons well, taking careful account of students’ skills, aptitudes and needs. They make use of a wide range of activities and

exercises to help meet these needs effectively. In a lesson on ratio with a group of enthusiastic students who had a range of support needs, the variety of activities and lesson pace kept students engaged fully for a morning, enjoying their learning in mathematics and demonstrating their new knowledge with confidence.

- Managers effectively promote a range of strategies to help teachers monitor individual student’s learning and direct their improvement. In most lessons, teachers make good use of mini whiteboards to check students’ progress. In a GCE AS lesson on the use of mathematics the teacher used questions skilfully to check understanding before introducing more complex concepts. However, in a few lessons teachers make insufficient use of questions to help students to wrestle with subject concepts, to offer their solutions and to clarify misconceptions before progressing onto other topics.
- Teachers make good use of interactive whiteboards to support students and develop their understanding of mathematical concepts. They are successful in developing students’ use of the correct technical language and in using it to help them gain higher grades in examinations. However, they provide too few examples of problem solving in real life to bring the subject to life or to develop students’ capacity to perform well when they leave college for employment or higher education.
- Managers and staff provide good and timely information, advice and guidance for students. Students explained how, at their induction to the college, its diagnostic work helped them to make a suitable choice of course and set targets for their progress. Progress coaches and subject teachers give students regular feedback and guidance to help them improve. They give students studying at advanced level targeted support for university entrance that has been particularly helpful in enabling some students to progress.
- The college has extended the curriculum to appeal to the broadest range of students including those who need to gain a qualification that can be a bridge to a GCSE in mathematics. Teachers, coaches and managers pay close attention to students’ progress in GCSE and early indications are that this is helping to improve their performance.
- The college is successful in attracting a diverse population to study mathematics. In one lesson dealing with proportions, fractions and ratio, the teacher sensitively used the number of students in different religious groups as one data set and the preparation of food for a religious festival, as another. However, too few other examples actively promoting an understanding of equality and diversity take place in lessons.

<p>Visual arts</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- Teaching, learning and assessment are good and commensurate with good outcomes for students. A high proportion of students on study programmes including visual arts qualifications achieve their awards. The majority gain high grades and most make very good progress, to achieve beyond their expected grades. Students successfully progress to higher courses with most gaining places at university. Students’ practical work is consistently good and in minority of subjects, the standard is exceptionally high.
- The college’s annual fashion show, held early in the academic year, gives students an excellent opportunity to participate using a range of disciplines such as fashion, photography and jewellery. The show is open to all students, has a positive effect on students’ skills for work and provides a positive impetus for the year ahead. Teachers set high standards and skilfully ensure that students develop positive attitudes and a high standard of practical work.

- Teachers successfully encourage students to build sketchbooks that are rich in content and used well to present textiles, surface pattern and fashion garment design and construction of an exceptionally high standard. In the majority of better lessons, teachers use challenging and rewarding activities to motivate students and build skill and precision into their art work. Teachers select subject matter cleverly and use it well, for example to develop students’ understanding of line and form. They provide clear and concise instruction to help students acquire new skills and understanding. In these better lessons, teachers make good use of questions to check students’ understanding. However, in the few less effective lessons, their questions provide insufficient challenge to students at the start of lessons and students make insufficient progress.
- Initial assessment is effective in ensuring students are on the correct course. Teachers give students frequent and useful assessment feedback so that they know what they need to do to improve. They make excellent use of a progress coach to provide additional support. Teachers are well informed about students’ support needs, and support for those with learning difficulties or disabilities is very good. They successfully embed equality and diversity in student’s coursework. For example, they use professional practitioners that are relevant and representative of students’ cultural background and heritage to inspire and motivate students.
- Students’ written English is very good and teachers work hard to check and improve student’s annotation of their work. However, in a small minority of cases, they do not always ensure that students use the correct visual and occupational vocabulary in their work. Teachers do not pay sufficient attention to the development of students’ mathematical skills in lessons and overlook naturally occurring opportunities for their promotion.
- The college makes outstanding use of displays to promote creativity, ambition and aspiration both in the visual arts studios and its public areas. Leaders and managers are active in developing the curriculum to meet local skills priorities. They offer an inclusive range of study programmes that enables progress in the visual arts across all levels. Teachers make very effective use of visiting higher-education students, professional practitioners and links with external arts organisations, such as a photographic exhibition of students’ work in a city gallery, to help students make the transition to work and higher learning.

Social sciences	
16-19 study programmes	Good
19+ Learning programmes	

- Good teaching, learning and assessment have resulted in an increase in the proportions of students gaining advanced-level qualifications in social science and psychology, and these are now high. The majority of students make good progress and achieve or exceed their target grades. A minority of students achieve high grades. Students enjoy their studies, have positive attitudes to learning and attend well. A high proportion continues with their studies at university and an increasing number progress to apprenticeships and employment.
- Students make good use of workbooks that include a broad range of exercises and activities. These develop their knowledge and application skills well. For example, in a GCE AS-level lesson in psychology, students made good use of workbook activities about stress in the workplace and made good progress in analysing the impact of workplace stress.
- Students work well in groups, sharing ideas and developing independent learning skills very effectively through research and presentation of their findings. This also develops wider skills that improve their employability. During a GCE A-level lesson in government and politics, the teacher managed a debate on the role of the American Congress so that students made

excellent progress in assessing the extent to which Congress can limit the powers of the president.

- Teachers provide timely and beneficial academic support to students during weekly workshops. They provide good support materials to improve students’ essay writing skills. They ensure that students take responsibility for their own learning by helping them to assess their progress towards target grades and making decisions about steps needed for improvement. Revision workshops develop students’ exam technique well and help boost their confidence before they sit external examinations.
- Teachers are enthusiastic and have sound subject knowledge. They have a good rapport with students, pace lessons well and set high standards to ensure students work hard in lessons. In one government and politics lesson on membership of the House of Lords, the teacher made good use of inclusive discussion to motivate students and develop their understanding. However, teachers’ use of questioning is not always well planned and precise to involve all students in learning. They do not make sufficiently skilful use of open questions to develop students’ higher-level skills in analysis and evaluation.
- Teachers develop students’ use of English and mathematics well in lessons. For example, psychology students acquire a sound understanding of technical terms. Economics students quickly learn how to interpret charts, tables and graphs. Teachers’ marking is consistently accurate and usually provides clear guidance on what needs to be improved. However, marked work does not always focus enough on improving spelling, punctuation and grammar. Occasionally, marking does not show students how to raise the standard of their writing.
- Teachers give students good initial advice and guidance on the social science courses available to them. Students speak positively about the advice they receive at the start of their studies. They particularly like the college’s first two weeks of ‘taster teaching sessions’ which helps them to make the right choice of courses for their study programme. The college gives students good work experience opportunities, such as internships with the local member of parliament or shadowing the mayor.
- Teachers promote equality and diversity appropriately in lessons. For example, in a sociology lesson about marriages between people from different ethnic groups, students made good use of constructive and non-stereotypical language in their writing and during the classroom discussion.

<p>English</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement. Although most students on GCE A level courses are successful, in GCSE, which has high numbers of students, too many do not achieve their goal of grades at A*-C. Attendance and punctuality are improving but are not yet good. Most advanced level students make the progress expected of them, relative to their starting points. Students enjoy their study, are keen to succeed and have been helped at all levels to become keen readers.
- In most lessons teachers match work well to students’ abilities. In the best lessons, students enjoy taking responsibility for their own and others’ learning. In a GCE AS literature lesson, learning was rapid when students prepared poems matched to their level and then shared their findings with others in mixed groups. Learning is less effective in the small minority of lessons where students all work through the same written questions without sufficient additional challenge.

- Classrooms are well resourced with attractive displays, and teachers use technology well to bring the outside world and contemporary culture into the classroom. For example, in an English language lesson the teacher made good use of photographs to stimulate discussion of stereotypes before asking students to analyse an article about 'hoodies' written by a well-known television presenter.
- Although teachers set work regularly, their expectations of GCE A-level students are not always high enough, particularly in relation to their independent study. Though a minority of teachers make good use of on-line resources to extend learning beyond the classroom, most do not. The range of enrichment opportunities is currently too limited.
- Curriculum arrangements for GCSE English are weak. Too many of the students placed on these courses have too little realistic chance of success. Arrangements to place new students on the right functional skills courses at foundation level work well, with good flexibility to ensure they can succeed and progress.
- In functional skills and in the best GCSE lessons, teachers use enjoyable tasks and regular tests to broaden students' vocabulary and written accuracy. However, in less effective GCSE lessons, they spend too little time on improving students' spelling, punctuation and grammar. Students on GCE A-level courses enjoy the creative aspects of their courses, but teachers have not yet done enough to make them confident in using essential terminology for discussing their work.
- In the best lessons, classwork, homework and assessment criteria are all interlinked, and students know exactly what they need to do to succeed. Teachers mark student's work in detail, but they do not always give GCE A-level students sufficient information about the assessment criteria. Their feedback to GCSE students is insufficiently specific and does not always provide information on what students need to do to improve.
- Advice, guidance and individual support for learning are good. Students work well with progress coaches, receive regular help from their subject teachers who know them well, and attend useful weekly support sessions. Three quarters of the students on study programmes including English continue to further study and most of the remainder progress to employment or apprenticeships.
- The atmosphere in lessons is respectful and welcoming so that everyone contributes and feels equally valued. Teachers follow up absence promptly. GCE A-level students in communication and culture classes explored theories of sexism and feminism through analysis of a video clip. However, teachers do not routinely build themes relating to equality and diversity into the curriculum.

The effectiveness of leadership and management	Good
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- The principal provides strong leadership. Working with the senior team and governors, she has established an ambitious vision and strategic direction for the college. The strategic plan is focused on improving outcomes for students, developing a curriculum that meets local needs and promoting students' employability. It has clear targets, but lacks detail on how leaders, managers, governors and staff will achieve its challenging and aspirational goals. Senior leaders' communication and consultation with staff on key changes such as arrangements for observation of teaching and learning has been insufficient.
- Governors know the college well, understand the context in which it operates and the needs of its students. They use their wide range of skills and experience to provide good support to the college. Governors have a very good understanding of students' outcomes and use data well to monitor performance, providing robust challenge to staff and managers. Their performance improvement group has been successful in improving GCE AS-level provision and is now demanding improvement in GCSE English and mathematics. Governors' validation of the self-assessment report gives them further knowledge and understanding of students' experiences in

the college. They listen to students informally and through meetings of the student affairs committee and take their concerns seriously.

- Managers at all levels are committed to raising standards and improving teaching and learning is a clearly stated priority in development plans. The college has invested in professional development, which includes presentations by external speakers and in-house events. Some sharing of good practice amongst staff takes place, but although managers have recently developed systems for this, it is not sufficiently wide spread or established.
- Management of teachers' performance is strong and has improved teaching and learning. Lesson observers accurately identify the key strengths and areas for improvement in lessons. Managers use these judgements to prepare professional development plans that have led to improvements such as the use of information learning technologies and assessment for learning. However, observation records focus too closely on teaching and pay insufficient attention to students' progress. Individual plans often lack sufficient detail on how teachers might improve their professional practice.
- Leaders and managers have a good understanding of the college's strengths and areas for improvement and they know what they need to do to raise standards. They make good use of students' views to improve provision. Their self-assessment report accurately grades the college's provision. However, the self-assessment report focuses too narrowly on outcomes for students. It does not provide sufficient detail on strengths or areas for improvement in teaching and learning and understates the role of managers and staff in bringing about improvements.
- Quality improvement plans are closely linked to course teams' self-assessment reports. Managers monitor the implementation of these plans and they have successfully improved GCE-AS courses. They currently place particular emphasis on increasing success rates in GCSE English and mathematics. However, their actions for improvement are not always prioritised or sufficiently specific, and records of the progress made provide insufficient detail.
- Leaders and managers plan the college's curriculum well, to meet the changing needs of industry and the local community. Their plans are led by local needs, the drive to improve students' employability and prospects, and the aim of providing a distinctive curriculum offer for students and include innovative courses in textile design and technology and a partnership with a local financial institution to train students for work in this rapidly growing sector. The college provides vocational training for staff to prepare them to teach in these new areas. However, the range of courses for students who require intermediate-level qualifications in English or mathematics is too narrow.
- The college has strong and successful partnerships with local schools, colleges and De Montfort University to provide clear progression routes for students. External organisations speak very highly of the way the college works with other organisations to raise attainment and reduce the number of students who are not in education, employment or training in the city.
- The college has a highly inclusive and harmonious learning environment for its diverse population of students. Managers analyse the performance of different groups of students carefully and have been effective in taking action to close achievement gaps. Leaders, managers and staff promote equality and diversity well using cross-college events designed to increase students' tolerance and respect for one another. Teachers often refer to these events in lessons, but do not routinely take advantage of opportunities to promote equality and diversity in the curriculum.
- Arrangements for safeguarding and health and safety are good. The college provides suitable training and updating for managers, staff and governors. It meets its statutory requirements for safeguarding students. Managers and staff have excellent links with external support agencies. Students receive clear information on what to do if they need to disclose information and understand the need for e-safety.

Record of Main Findings (RMF)

Gateway Sixth Form College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Mathematics and Statistics	2
Visual Arts	2
Social Sciences	2
English	3

Provider details

Type of provider	Sixth form college							
Age range of learners	16-18							
Approximate number of all learners over the previous full contract year	Full-time: 1,437							
	Part-time: N/A							
Principal/CEO	Suzanne Overton-Edwards							
Date of previous inspection	28 September 2012							
Website address	www.gateway.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	88	39	268	16	987	85	N/A	N/A
Part-time	0	0	0	0	0	0	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+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ N/A. 							

Contextual information

The college is one of three sixth form colleges in Leicester and is located approximately three miles north-east of the city centre. Two general further education colleges and four schools with sixth forms also provide education and training for people in the city who are over the age of 16. Gateway College is not a typical sixth form college. It offers a wide range of provision at foundation and intermediate level and in vocational subjects in addition to its GCE advanced-level courses. Attainment on entry to the college is lower than the average for sixth form colleges.

Leicester is a densely populated city with a highly diverse population. Levels of deprivation and unemployment rates in the city are above average.

Information about this inspection

Lead inspector

Penelope Horner HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the vice principal, quality as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

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

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

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

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