

Long Road Sixth Form College

Sixth form college

Inspection dates		4–7 February 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
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 college is good because:

- The vast majority of students complete their courses, achieve their qualifications and progress to university, further training or employment.
- Teaching, learning and assessment are good and improving.
- Students who did not achieve a high GCSE grade at school in English and mathematics make good progress in improving their skills in these subjects, particularly in English.
- Both academic and pastoral staff support students particularly well, helping them to achieve and preparing them well for their lives beyond college.
- The Principal, along with governors, has a clear vision of what the college needs to do to improve further, and leaders have brought a renewed focus to prioritising and tackling weaker areas of the college in order to raise standards further.

This is not yet an outstanding college because:

- The quality of provision varies too much between subjects. As a consequence, students' progress is too inconsistent between subjects, too few students achieve high grades on A/AS-level courses, and a significant minority of students do not achieve their full potential.
- Although teaching is mostly good, not enough lessons are outstanding.
- Despite leaders' efforts, the college has yet to embed a culture in which all staff have the highest aspirations for all students, regardless of their prior attainment, and in which they promote high standards through an expectation that all students will work hard to achieve their best.

Full report

What does the college need to do to improve further?

- Ensure that all students have every opportunity to make excellent progress on every course by:
 - setting, enforcing and maintaining high standards and expectations for all aspects of students' learning; for example, by making sure that students arrive to all lessons punctually, are ready to learn, and are set demanding work both in lessons and out of lessons
 - ensuring that students are set challenging targets for achievement, that their progress towards meeting these targets is monitored rigorously by their teachers and progress coaches, and that interventions where students are underachieving are swift and effective
 - raising the proportion of outstanding lessons, and ensuring that all lessons are at least good, by identifying the precise characteristics of the very best teaching and learning, and sharing the insights and experience of the most accomplished practitioners across the college through focused staff training
 - using rigorous, sharp and incisive self-evaluation to identify where performance needs to be improved on each course and intervening effectively to secure improvements
 - ensuring that all staff recognise the full potential of all students, regardless of their prior attainment, and work to instil all students with a sense of pride in their work and personal ambition.

Inspection judgements

Outcomes for learners	Good
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- The vast majority of students enjoy their courses, achieve their qualifications and progress to their chosen destination at the end of their course. The proportion of students who completed their qualification successfully rose significantly in 2012/13, following a dip in the previous year, and is close to the average for similar colleges.
- Most students are taking AS- or A-level courses. Success rates on AS-level courses rose significantly in 2012/13, and they are high on A-level courses. However, success rates remain low on a minority of courses, for example A/AS-level mathematics. Students on applied vocational courses at both intermediate and advanced levels achieve well. Students who start at the college having not yet achieved a grade C or above at GCSE in English or mathematics make good progress in these subjects, and GCSE results in English are impressive. The college offers a range of other GCSE courses, and results are good on most of these.
- The college attracts students from across the ability range, although the proportion of very high achievers at GCSE who enrol at the college is relatively low. Most students on advanced-level courses make satisfactory or good progress in comparison with their attainment at GCSE, but value-added data show that students' progress varies too much by subject. The proportion of students achieving high grades on A-level and AS-level courses is low overall, and inconsistent across subjects. College leaders and managers are yet to ensure that students have the same opportunity to achieve the highest grades regardless of their subject choices.
- Female students are more likely to succeed, and make better progress, on advanced-level courses than male students. This is partly explained by differential performance in subjects where participation by gender is uneven, and strategies are being implemented to narrow this gap. Students who need extra help with their studies achieve very well if they take up the offer of additional support. Students who had been in receipt of free school meals at school achieve

well. Students benefit from a sharp focus in many courses on helping them to strengthen their English and arithmetic.

- On academic courses, most students acquire a sound grasp of fundamental theories and concepts. For example, in social sciences students can relate their theoretical understanding to the world around them, and art students make rapid progress in developing a range of creative skills. However across the college too many students, in particular those who are more able, are not given work, either in lessons or for homework, that is sufficiently demanding, and as a consequence they do not attain their full potential. Students with lower prior attainment, by contrast, usually achieve well.
- In addition to their academic understanding or development of vocational skills, students acquire a range of useful personal and social skills that prepare them well for their future lives. Most students take advantage of a wide range of interesting extra-curricular activities to enhance their prospects of employment or strengthen their university applications. Attendance at lessons is usually high, although in some areas students are too often late to lessons.
- The respect and tolerance for others that permeates the college's culture prepares students well for the outside world. When they leave the college nearly all students progress to further or higher education or employment. Despite increases in costs, the number of students going to university has been sustained, and the proportion going to the more prestigious universities has risen.

The quality of teaching, learning and assessment

Good

- Much good teaching enables the majority of students to make at least the progress expected, and in some subjects students make good progress. In the best lessons, teachers structure activities and manage group discussions very well, enabling students to make thoughtful and insightful contributions, share ideas and challenge each other when debating complex and sometimes controversial topics. For example, in an outstanding psychology lesson, students explored the psychology and impact of tyranny, drawing on conflicts in Bosnia, Rwanda and Burma, reflected on the impact on human experiences and local communities, and linked this with contemporary debates about immigration in Britain.
- College staff have instilled an emphasis on developing students' English and mathematics, and students taking intermediate-level courses make good progress in mathematics and very good progress in English. Teachers emphasise the importance of good literacy and communication skills, and routinely develop students' understanding of specialist subject terminology and wider vocabulary. However, not all teachers routinely correct students' errors in spelling, grammar and punctuation or ensure that students adopt appropriate writing styles for different contexts or audiences.
- Teachers make regular use of information and learning technology to enhance learning, for example, through the use of video clips in lessons to exemplify key points or as a starting point for discussion. These are most effective when teachers prepare structured tasks or questions for students to consider in advance. Most subject areas now use the virtual learning environment to provide useful resources and reference materials, and plans are in place to improve the content of this.
- Despite recent initiatives to improve teaching and learning a minority of lessons still require improvement. Inspectors observed a significant minority of lessons where all students were working on the same task, regardless of their ability or their learning needs. Teachers do not always have sufficiently high expectations of students, and occasionally do not insist on high enough standards of attentiveness and focus in lessons. Not all teachers set sufficiently demanding tasks in lessons or for homework, or insist on the completion of work prior to lessons, so that all students are well-prepared to participate fully.

- On occasions, teachers do not manage classroom learning well enough to ensure that all students participate in learning activities, small or whole group discussion or answer questions. Not all teachers are adept in using targeted questioning to ensure all students contribute, or to draw out extended responses to deepen learning. Some activities go on for too long, and students lose concentration and focus, and this slows their progress.
- In a few subjects, including mathematics and some social science subjects, teachers rely too much on the use of worksheets or resource books in lessons. While these often provide a good, supportive structure for less-able students, they do not provide sufficient challenge for more-able students. Too often students spend too much time in lessons completing and repeating routine tasks, resulting in slow progress.
- Teachers often make good use of opportunities to promote equality and diversity and enhance students’ understanding of current debates and attitudes towards ethnic, gender and sexual identities. For example, students explore cultural diversity through assignments briefs and visits to museums and galleries, and explore how the representation of different groups in society through the media informs popular views.
- Recent revisions to student enrolment and induction have placed greater emphasis on subject-specific guidance to ensure students make appropriate subject choices. A considerably smaller proportion of students changed courses in the first few weeks of the current academic year than in the same period last year.
- Students rightly speak very positively of the wide range of support they receive, both from their teachers in and outside lessons, from the newly-appointed progress coaches and from the academic support team. However, as each progress coach has a very large caseload of individual students, they focus most on those students most at risk of underachievement and many students have very little contact with them.
- Assessment is generally good, and most students know their target grades and their current progress. In most subjects teachers review progress in lessons and set specific homework tasks, although in some cases, homework is not always demanding enough, in terms of quantity or levels of difficulty to really deepen learning and accelerate progress. Some inconsistencies remain in the detail and usefulness of marking, written feedback and specific targets to help students to improve, or to achieve higher grades.
- Teachers are starting to use the newly-introduced online tracking system to monitor students’ progress closely. However, a minority of subject teams do not keep central records of the marks of individual assignments, making it difficult in these areas for all teachers, support staff and managers to review all aspects of students’ performance.
- The college has introduced a new system of curriculum review to replace the previous lesson observation scheme, which tended to be over-generous in its judgements on lessons. The new approach has the potential to provide managers with a more holistic view of the quality of teaching, learning and assessment, because it uses a wider range of evidence than just lesson observations. However, the summary reports completed to date do not provided a sufficiently sharp and critical appraisal of students’ learning and progress.

Science	
16-19 study programmes	Good

- Teaching, learning and assessment are good. The proportion of students who completed their courses successfully in 2012/13 improved significantly on AS-level courses to a level close to the national average, and was satisfactory on A-level courses. However, A-level students did not make sufficient progress in comparison with their starting points. Students who take intermediate-level courses in preparation for moving on to advanced-level courses usually

achieve well. Current students are making consistently good progress, and teachers' expectations of what they can achieve are rising.

- Students develop their scientific skills and knowledge well by collaborating effectively in practical sessions, contributing to good discussions, and developing reasoned solutions to problems that teachers set for them. Students' analytical skills develop well, and written responses are usually articulate and clear.
- Teachers demonstrate fluent subject expertise, and use this to set students challenging and thought-provoking tasks. As a consequence, students develop a good understanding of important concepts; for example, calculations of resistivity in physics, and ecological validity in psychology. In an applied science lesson, students created high-quality flow diagrams of how a magnetic resonance imaging scanner works in the radiological department of a hospital. Students of higher ability are usually pushed to develop their answers in depth.
- In both biology and chemistry, students prepare well for lessons. As a consequence, they make effective use of lesson time. For example, in a biology lesson students worked quickly and to a very high standard, using microscopes expertly, on cell chromosome preparation. In the natural sciences students learn about risk assessment, good and safe laboratory practice and high-order techniques associated with measurement, calibration, reaction and synthesis. In psychology, students do not always demonstrate effective study skills because they have not been inducted sufficiently into note-taking techniques.
- Assessment, both in lessons and of homework, is very good. Written work is marked precisely, with areas for improvement identified clearly. In most lessons, frequent checks on understanding ensure that all students have grasped the key points of the topic that they are studying.
- Students benefit from high-quality resources, both in and out of lessons, to help them learn. The college's virtual learning environment is well populated and used frequently by students. In psychology, high standards are promoted through the availability of an extensive range of research papers and professional journals.
- Students receive good support in lessons and through additional workshops. They value the ready availability of their teachers outside lessons to support them when they need extra help. Many also speak highly of their frequent communications with their progress coaches. Students are prepared well for their next steps, and benefit from a range of external activities. For example, physics students are involved in a civil engineering scheme, and psychology students broadened their minds through a visit to Auschwitz, linked to their study of Milgram's work on obedience to authority.
- Science staff have had some success in challenging gender differences in participation in the different sciences. In chemistry, around half of the students are female, and in physics the number is increasing. In psychology, a sports option has been added to the A-level course, and the proportion of male students in the subject has increased.

Visual arts	
16-19 study programmes	Good

- Teaching, learning and assessment are good. The high success rates in both art and design and photography are above those of similar institutions nationally. Art and design students make excellent progress and the proportion who achieve high grades is significantly above the average. Although current photography students are making good progress, in previous years too few have achieved high grades. A significant number of photography students do not have a sound underpinning in the visual arts when they enrol on the course, and this can slow their progress.

- Teachers demonstrate good subject knowledge and have high expectations that students must be able to manage their own learning. Teachers set students targets for both the week and for each lesson, and these are prominently displayed for reference. Students apply acquired techniques with confidence. For example, photography students use information and learning technology skilfully to crop and manipulate images for final submission. All students take considerable pride in the quality of their sketch books.
- In a small minority of lessons teachers do not always insist on best classroom and professional practice, and as a consequence students’ approach to learning is rather careless. In a plenary discussion in one lesson a small number of students made no contribution and their teacher did not insist on their involvement. Attendance and punctuality are broadly satisfactory, but too many students miss lessons or arrive late.
- Enrichment activities are excellent and inspire students to develop ideas. For example, recent visits to London galleries and museums have benefitted students’ understanding, and influenced their subsequent selection of images and projects for their course work and examination submissions. Current practitioners visit the subject areas and give students greater insight into future employment opportunities within the creative industries.
- The ambience, resources and accommodation within art and design are very good and encourage creativity and variety. Photography is also well-resourced with industry-standard specialist equipment. Where appropriate teachers integrate modern technology effectively into lessons and students use the college’s virtual learning environment frequently as a back-up for missed or mislaid work. Teachers are adept at helping students to improve their mathematics in lessons. For example, in art students use mobile phone technology to calculate grids for portraiture work, and in photography for working out correct proportions in order to mount photographs correctly.
- Teachers design assignments well to match the demands of the examination. Relevant assessment criteria are highlighted and students can see clearly what is required of them and what they have to do in order to succeed. In applied art, assignments are appropriately set within a vocational context.
- Teachers assess students’ work thoroughly and the tracking of progress against aspirational target grades and current attainment is rigorous and demanding. Feedback and subsequent action-planning are detailed and helpful. Through their ‘learning conversations’ with teachers students usually monitor their own progress effectively. However, within these dialogues teachers do not always correct spelling and grammar. Students value the quality of the advice they receive in order to progress to higher education.
- Teachers celebrate cultural diversity through chosen assignments. For example, coinciding with the Chinese New Year and as part of a wider project, art and photography students visited Chinatown in Soho, to understand better some of the differences between eastern and western cultures which they recorded subsequently in their sketch books and photographs.

Social sciences	
16-19 study programmes	Good

- Teaching, learning and assessment are good. Although historic data show that students’ achievements are around the average for sixth form colleges, this overall picture disguises significant variations in students’ progress, and the proportion achieving high grades, between subjects. Inspection evidence shows that progress is being made in tackling these inconsistencies. For example, improvements in students’ progress are evident in geography A/AS level and sociology GCSE. In all subjects, most current students are making good progress.

- In the best lessons teaching and learning proceed at a brisk pace, and students of all abilities are developing their skills and knowledge, including their capacity to work independently. Students of higher ability are being made to think critically about the subject matter. Students are involved in creative exercises that require them to synthesise material and understand difficult ideas. In a minority of lessons teaching is less purposeful and resources less stimulating. In such lessons, more-able students make slower progress.
- Students apply their theoretical understanding to practical examples well. For example, in politics students prepare a weekly presentation on a contemporary political event, which develops their communication skills as well as their knowledge and understanding. In economics students applied cost-benefit analysis to inform a debate on the development of air travel and its impact on the local economy. In sociology, students sat an eleven-plus examination paper from 1958 to make a comparison with the demands of contemporary examinations. Students improve their mathematics through analysis of statistics, graphs and tables.
- Students benefit from good-quality resources that help them to develop their analytical and evaluative skills. Resource booklets in each subject are helpful in providing students with a structured approach to their learning. However, the booklets are used too much in politics lessons, at the cost of building on the materials in them to explore issues in more depth. Classrooms are decorated with stimulating resource material.
- In several lessons modern technologies are used well to improve learning, and students have good access to electronic resources outside lessons. For example, in a sociology lesson a video clip was used effectively to promote discussion concerning identity, self-esteem and ethnicity. Teachers often make good use of social media to promote learning.
- Good assessment and feedback enable students to improve their performance and make good progress. Assessment is used frequently in most lessons to check learning, mainly through good questioning. ‘Learning conversations’ are used well to monitor students’ progress against their targets and to motivate them to be ambitious. Students’ parents and carers receive regular progress reports and can access information on progress online.
- Teachers are passionate about their subjects and provide a high level of individual support for students outside of the classroom. Subject workshops, offered for most courses, are well attended and enable students to extend their learning.
- An excellent enrichment programme, with high participation by students, contributes to the development of their subject-specific and employability skills. For example, politics students visit Barcelona and learn about the relationship between George Orwell, Catalonia and the Spanish Civil War. Sociology students go to Manchester and Liverpool and develop their employability skills by visiting social and probation services. Students’ prospects of employment are also enhanced by their good understanding of social differences in relation to gender, ethnicity, sexuality and disability.

English

16-19 study programmes

Requires improvement

- Teaching, learning and assessment require improvement, as do students’ achievements, which are too inconsistent between different courses. In 2013, success rates were at or above national averages on all courses except AS-level English language and literature. GCSE students made good progress, with a high proportion achieving grade C or above. Advanced-level English literature students also made good progress. However, in English language, progress was slow. Too few students on A/AS-level courses achieve high grades, especially in English language. Attendance in a significant minority of observed lessons was low.

- In the better lessons, students work hard, collaborate well and extend their learning. Teachers plan carefully to enable students to consolidate their knowledge and apply it to the study of literary and linguistic texts. Students show good subject knowledge and can identify and explain subject-specific terminology. For example, GCSE students commented perceptively on the use of personal pronouns to create a sense of unity in Barack Obama’s inaugural speech, and AS-level language students considered the impact of lexical choices in spoken English with insight and maturity.
- Where teaching is less effective, both the planning and management of learning are poor. Some activities are too slow and students lose interest and focus, failing to make adequate progress. Conversely, the end of lessons is sometimes rushed and unproductive. Too often, students are not active participants in learning; despite energetic teaching, they are not made to think enough. In a significant proportion of lessons, teachers do not ensure that more-able students develop higher-level skills.
- Initial assessment and guidance are good. Students receive good information about their courses and find the induction period useful. Teachers refer students for additional support appropriately. They review progress and set individual targets. However, students’ progress against ambitious targets is not monitored well, and too often underperformance is not highlighted. Managers and teachers do not record students’ progress centrally, so they have no clear overview of performance by each cohort of students. Interventions to bring about improvements are not systematic.
- Teachers mark students’ work with detailed annotations to help them to improve. They use assessment objectives well, so students can see how to achieve higher grades. However, the emphasis on coursework early in the course means that students complete a limited range of other tasks, so they do not always have a clear picture of how they are performing on the course as a whole. Students have helpful ‘learning conversations’ booklets designed to engage them in reflection and target-setting, but they often do not complete these.
- Students’ development of English skills is good. Teachers correct grammar, spelling and written expression meticulously, and encourage students to use subject-specific terminology accurately. They encourage them to extend their general vocabulary and use appropriate register in written work. Students develop good social skills through teamwork and participation in enrichment activities such as theatre visits and writing workshops.
- Students appreciate teachers giving generously of their time outside lessons to help individuals. They receive good information about progression to higher education or employment involving English. The virtual learning environment has a wealth of information and materials to support students’ learning, but teachers do not monitor the extent to which students use this resource.
- Teachers promote equality and diversity well through teaching and learning. Students considered questions of race, gender and social class thoughtfully during discussions of literary texts and language use in social contexts. A particularly good example was a consideration of the differences between girls’ and boys’ dreams in ‘Under Milk Wood’, where students related this both to gender stereotypes and to phonological features such as sibilants and plosives.

The effectiveness of leadership and management	Good
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- The new Principal and the senior management team, together with the governing body, have articulated an ambitious vision, a clear strategy and comprehensive plans to secure sustainable developments across all aspects of the college’s work. These are already leading to improvements for students. Nevertheless college leaders recognise that they still need to achieve a greater consistency in students’ achievements, and that there is more work to do to ensure that all staff demonstrate high ambitions for all students and have the capacity to implement fully the college’s vision.

- Governance is good, with a number of well-considered recent appointments that strengthen further an experienced governing body. Governors are well-informed and have a very good understanding of the college's key strengths and areas for improvement, including any areas of particular concern. They provide rigorous challenge, but are aware of the importance of also supporting college leaders. Governors have good links with curriculum areas and their focus is securely on improving teaching and learning and the achievements of all students.
- The Principal has already secured improvements in the college's financial position and re-organised the management structure, which provide a sound basis from which to build further improvements. Teachers are benefiting from support from teaching and learning coaches, from active encouragement to try out new approaches including observing and learning from their peers, and from targeted staff development. It is too early to judge the impact of these initiatives on students' success and on their progress. They are certainly providing a strong impetus to ensuring that staff can develop further and share best practice.
- Leaders have strengthened performance management arrangements. From September 2013 a new professional review and development process is ensuring that all staff identify key targets, which they will review termly, that focus on improving the experience of students through better teaching, learning and assessment.
- College-wide self-assessment is detailed and broadly accurate. However, curriculum area self-assessment reports are not all of a sufficiently high standard, and the quality of the college's course reviews at subject level is also too variable. Senior managers produce a comprehensive and detailed development plan, which they evaluate regularly to ensure that they are fully informed about the impact of on-going developments.
- The college encourages students to provide regular feedback and managers' responses to their views are good. Students have recently made a valuable contribution in discussions with governors with regard to improving further the college's mission and vision.
- Senior managers review regularly the extent to which the curriculum meets the needs and interests of students. A wide range of academic and vocational courses provides students with good flexibility over their choice of individual programme. The college's response to the Study Programmes is well-considered, with clear progression routes for students and good enrichment opportunities. A strong focus on improving students' English and mathematics is having a positive impact. Around 250 learners undertake work experience and courses include work-related assignments and a good range of work-related trips and visiting speakers. The college recognises that it still has to develop further links with employers.
- The promotion of equality and diversity has a high profile at the college and is good. A comprehensive annual report contains a detailed evaluation of progress on the previous year's improvement actions, identifies current key strengths and areas for improvement, and includes a thorough analysis of related data. This provides the college with a clear overview in relation to equality and diversity. Work to improve success rates for learners who were previously in receipt of free school meals and of those receiving bursaries is effective. Managers and teachers are implementing a wide range of measures to improve the progress of male students and their achievement of high grades, although they recognise that these have yet to secure sufficient improvements for these students. A strong culture of respect is evident across the college.
- Safeguarding arrangements are excellent and the college fulfils its statutory duties. The designated senior managers with responsibility for safeguarding monitor closely the arrangements that are in place to keep all students safe; for example they review regularly the cases of each individual student who has any identified safeguarding issues. The recording of case files is detailed and includes a chronological summary of all actions. A college counsellor provides specialist support, and students also benefit from the close links that the college has with the local council and other specialist services. Students feel safe at the college.

Record of Main Findings (RMF)

Long Road 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
Overall effectiveness	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	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: 1,970							
	Part-time: 3							
Principal/CEO	Christine Sherwin							
Date of previous inspection	November 2008							
Website address	www.longroad.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	N/A	N/A	137	N/A	1,824	9	N/A	N/A
Part-time	N/A	N/A	0	N/A	3	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:	N/A							

Contextual information

Long Road is a large sixth-form college situated to the south of the city of Cambridge. It attracts around 2,000 students each year, aged 16 to 19, from the city and neighbouring areas, most of whom study on advanced-level courses. Competition in and around the city, especially to attract students who have achieved very highly at GCSE, is intense, with another large sixth form college nearby, a general further education college, a number of maintained schools with sixth forms, and a significant private sector. Cambridge is a relatively prosperous city, with a fast-growing economy and low unemployment, although there are pockets of deprivation. Results at GCSE in the city's schools are close to the national average.

Information about this inspection

Lead inspector

Alan Hinchliffe HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the vice principal (Curriculum and 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 and online questionnaires to gather the views of students; 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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