

Longley Park Sixth Form College

Sixth form college

Inspection dates		29 April – 2 May 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
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 provider requires improvement because:

- The overall success rate for students, although improved, is not yet at national average.
- Outcomes for students on AS programmes are poor.
- Too many students are late for lessons.
- The quality of teaching, learning and assessment has improved, but still varies too much between and within subject areas.
- Not all written feedback focuses on the correction of spelling and grammatical errors or gives students enough detail on how to improve.
- The rigour and impact of self-assessment varies too much and some subject quality reviews are descriptive and not evaluative enough.
- Managers are using the lesson observation system successfully to improve the quality of teaching, learning and assessment, but they are not yet sharing the best practice identified across the college.

This provider has the following strengths:

- Outcomes for students on advanced vocational programmes.
- Good progression to higher education and employment.
- Improved outcomes for students taking GCSE English and mathematics and functional skills.
- Good support for students, both personal and academic.
- Good and much improved tracking and monitoring of students' progress.
- Strong promotion of equality and diversity, which creates a welcoming environment in which students from diverse backgrounds work very well together.

Full report

What does the provider need to do to improve further?

- Improve outcomes for students further by:
 - ensuring teachers reinforce high expectations in all lessons, including the importance of punctuality
 - making targets for students more individualised to help them achieve and ensure they meet them
 - displaying high-quality students' work in all classrooms and around the college to promote high aspirations and share best practice.

- Increase the proportion of good and better teaching by:
 - giving more detailed and explicit feedback so that students know what to do and how to improve the quality of their work
 - ensuring that all teachers consistently mark and correct spelling and grammatical errors in students' work
 - making sure that teachers provide students with the study skills needed to achieve well
 - providing more challenge for higher-ability students so that more of them can achieve higher grades
 - supporting all curriculum teams to evaluate provision rigorously and use all available data to evaluate the impact of teaching on learning.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Outcomes for learners require improvement. The proportion of students successfully completing their programmes of study has increased over the past three years and in 2012/13 was below the national average for sixth form colleges. However, success rates for students on advanced vocational courses, nearly two thirds of the cohort of 16 to 18-year-olds on advanced programmes, were at or above national averages. ▪ Outcomes for students on A-level provision were just below national averages in 2012/13. Students on AS courses made much less progress and in 2012/13, although improved, outcomes were well below recent national averages. Managers and teachers are well aware of this and have put in place a range of measures, such as more effective support and guidance, including academic support, to ensure that students are supported to achieve. ▪ The proportion of students completing their studies has improved slightly over the past few years and now stands at a creditable 96%. However, retention rates for intermediate and foundation courses are less strong, but still at least satisfactory. ▪ A very few young adult learners take advanced programmes alongside their 16 to 18-year-old counterparts and make satisfactory progress. Students on GCSE programmes achieve outcomes at or above national averages. A* to C grade pass rates for GCSE English and mathematics have improved markedly and in 2012/13 the rate for mathematics was well above the national average. The small number of students on foundation courses show good attainment and successfully progress to further study. ▪ Around 70% of the students taking intermediate courses progress on to advanced programmes in the college and others go on to apprenticeships and training in the city. A high proportion of the students following advanced vocational courses progress on to the second year. However, since AS attainment has been low, progression to the second year of A-level courses is low. 	

- In addition, students taking functional skills programmes show improved attainment, some of which is above national averages.
- College data show that students' attendance improved in 2013/14 and is currently around 92%. However, attendance at lessons observed by inspectors was less than this. Teachers and managers recognise that punctuality continues to be an issue and they are working hard to encourage students to improve their time keeping.
- The progress made by students on advanced courses, as measured by value-added calculations, is broadly at expected levels. However, the progress made by students on AS programmes in 2012/13 was well below that expected from their prior attainment. Teachers, managers and support staff have worked hard to support students to improve their attainment and added-value data show better progress for students taking advanced vocational programmes.
- Male students continue to perform less well in their studies than their female counterparts. However, the gap between them has narrowed, as has the gap between the attainment of students from minority ethnic backgrounds compared to those of the whole student body. Students with learning disabilities such as dyslexia, dyscalculia and emotional and behavioural difficulties make less progress than their peers.
- A good proportion of students go on to higher education, further training or employment each year. In 2012/13 around 500 students made applications through UCAS and 80% successfully went on to undergraduate study. Frequently, these students are the first in their families to progress to higher education. Many go to local universities in Sheffield and other parts of Yorkshire, but an increasing number were placed in Russell Group universities across England.
- Students feel safe in the college and report that they find the college a welcoming, inclusive and friendly place in which to work. Many take part in a good range of sporting and recreational activities. Some achieve local and national success in team and individual sports and debating competitions. Others successfully raise money for charities or complete work-experience placements and internships with large businesses, which develop their personal, social and employability skills. In addition, inspectors observed safe working practices in the laboratories, workshops and studios across the college.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching learning and assessment requires improvement. Since the last inspection managers have taken appropriate and sustained action to address inconsistencies in the quality of teaching and learning. However, whilst the overall quality has improved, the number of lessons that are good or better is still too low.
- The observation of teaching and learning has been strengthened and now provides targeted support for teachers whose practice requires improvement. Teaching and learning mentors support teachers, with specialist coaching where necessary, to facilitate peer observation and share good practice.
- Students demonstrate satisfactory levels of participation and engagement in most lessons. They are motivated and enjoy learning in groups. Many display developing levels of confidence for example, in responding to teachers' questions and in taking part in discussions.
- Where the lessons are well planned, teachers clearly identify students' individual learning needs, although there is often little indication of how these will be addressed. They make use of directed questioning to review and assess previous learning, and extend students' understanding.
- When students take charge of their learning, make presentations and critically analyse each other's work they make progress in line with that expected from their prior attainment. For example, in a childcare tutorial, a student who had interest and expertise in Japanese planned and delivered an activity in which the group explored simple Japanese words to make up a sentence. Students enjoyed this activity and considered ways in which they might take account of the different linguistic backgrounds of children in childcare settings.

- In a minority of lessons, the needs of individual students are not always met. In these lessons, teachers' questions often demand simple factual recall and do not encourage deeper discussion and explanations. In a minority of lessons teachers fail to engage students fully because the pace of learning is too slow: students end up being passive listeners for too long. In addition, students' poor punctuality disrupts the start of too many lessons.
- Accommodation and resources to support learning are good. Teachers and students make competent use of information and learning technology (ILT). The virtual learning environment (VLE) contains a variety of learning materials and facilities for sharing information, including blogs and forums. However, the quality and extensiveness of provision varies between curriculum areas. Students make good use of the centrally located learning resource centre, which provides a pleasant and inviting working environment and has extended opening hours, including Saturdays and during holiday periods.
- Students benefit from good opportunities to enrich their studies both across the college and in subject areas. A range of trips and visits help to enhance students' learning and develop their employability skills. Links with local universities stimulate students' enthusiasm and preparedness for progression to higher education.
- Teachers monitor students' progress and assist them to set academic targets. However, improvement targets set by students are often too vague. The college's electronic recording system is beginning to be used for collating, sharing, tracking and evaluating students' progress against their targets. Teachers provide workshops and individual support for students identified as underperforming.
- The quality of teachers' feedback on students' assignment work is variable. In the best instances, teachers carry out thorough marking of work with useful suggestions for improvement. However, in too many examples seen by inspectors work was returned with insufficient comments on how to improve.
- College managers have prioritised the development of English and mathematics in teaching and learning and this is starting to lead to improvement. Teachers now pay more attention to developing students' English and mathematical literacy by rehearsing specialist subject-related terminology and definitions. Managers and teachers acknowledge that there is more to be done to ensure a consistent and rigorous approach across the curriculum. In too many cases spelling errors are not corrected in written work or during lessons.
- Students receive effective support and guidance to enable them to complete their studies and to develop their personal and social skills. A range of taster days and pre-enrolment activities assist students, particularly those who have experienced difficult circumstances or who have found their previous learning challenging, to adapt to and prepare for further study. Students benefit from initial assessments that lead to additional study workshops.
- Managers have taken steps to improve attendance at learning support sessions and additional academic workshop provision for those students who have been identified as being in need of additional help. However, while most students who receive this help make good progress, those with specific difficulties and/or disabilities do not yet attain the same standards as their peers.
- The college is a highly inclusive learning environment. Students from a wide range of social and cultural backgrounds work together well. They find coming to college a positive and enjoyable experience. One student who had overcome a number of personal difficulties in her life described the college as a place in which she felt 'wanted'. Another described it as a 'second home'. Most teachers promote equality and diversity well in lessons.

Science, Mathematics and statistics

16-19 study programmes

Requires improvement

- Teaching, learning and assessment require improvement, which is reflected in the low proportion of students who successfully achieved their qualifications over the past few years.

Newly appointed curriculum managers are beginning to establish a culture of high expectations and ambitious targets. Inspectors observed too many lessons requiring improvement and too few outstanding lessons.

- Students make progress and develop useful professional and personal skills when teachers employ relevant pedagogical principles to promote learning and understanding. For example, in a chemistry lesson students were experiencing difficulties in drawing the apparatus for the standard hydrogen electrode. The teacher coached students on how to relate form to function and then draw the setup from first principles rather than trying to recall a memorised diagram.
- Teachers sometimes leave students with interesting points to ponder at the end of lessons, which make contributions to learning and understanding. For example, in GCSE mathematics, the teacher closed the lesson with an interesting discussion on probability, using the chances of the college football team winning a match against Sheffield Wednesday, as a means to get the students to use logic and clear explanations.
- Teachers help students to learn and understand by using an appropriate range of approaches and methods. For example, in an A-level statistics class, students demonstrated developing confidence and ability by using relevant techniques when working on a problem concerning commercial food production. The skills they used and the confidence they showed were at the level expected at this stage of their course.
- In lessons requiring improvement, however, teachers often have low expectations of the students and do not provide sufficient challenge to promote good learning. Students do not make enough progress in relation to the lesson objectives. In a minority of these lessons, staff allow untidy and disorganised written work from some students and do not challenge others who do not work hard enough.
- Where students benefit from personal and academic support, the teachers provide support lessons and workshops that are flexible both in timing and content. Pastoral and informal support contributes to the recently improved success and achievement rates. Students make satisfactory use of the VLE, which provides additional information and interactive content to improve learning.
- New curriculum managers have introduced improved arrangements for planning, assessment and tracking students' progress. Students benefit from regular homework that staff mark and return promptly. Feedback from staff to students is often brief but always helpful. Students and teachers now receive regular reports on their progress against target grades.
- Teachers ensure that students develop appropriate skills in English to help them to succeed in science and mathematics. Most teachers help students use appropriate terminology in lessons and written work. Students on GCSE courses receive help within lessons to improve their literacy and use of English. However, staff on some advanced programmes, the majority of the provision, could do more to encourage students to use more sophisticated grammar and the vocabulary appropriate to this level of study.
- Students benefit from good advice and guidance. Teachers provide good advice on subject combinations and the revised admissions policy now helps to ensure that students are at the right level on entry to succeed. Careers advice and guidance on making choices and completing university applications is good. Initial assessment is fit for purpose and helps to ensure students are placed on courses at the right level and any support needs are identified.
- Students demonstrate a good knowledge of equality and diversity. They speak confidently about a broad range of issues including bullying and harassment and the benefits of the college treating individuals according to their needs.

Visual Arts

16-19 study programmes

Good

- Teaching, learning and assessment are good and this is reflected in the proportion of students who achieve their qualifications. A high proportion of students progress from college to university, often to prestigious courses.
- Skilful students experiment freely with a range of techniques and process to produce for example, peacock feather frocks, snakeskin ceramics and liquorice allsorts shoes. Teachers have exacting standards and encourage students to think creatively, confidently and reflect upon their work accurately. Consequently, students are resourceful, tenacious and can apply problem-solving skills with aplomb. Individuals demonstrate high levels of cooperation and collaboration; moreover, mutual respect between staff and students creates a climate conducive to learning.
- Teachers plan their lessons well and take into account accurate assessments of students' needs. They place strong emphasis on developing mark-making skills and drawing as fundamental skills for art courses. However, students do not always get the support they need to annotate and display their work to best advantage. Energising and enlivening teaching inspires individual ideas. For example, fine art students constructed intriguing images influenced by out of body experiences; fashion students created delicate lingerie and exquisite embroidered jewellery and graphics students designed fliers to promote Pharrell Williams' and Taylor Swift's gigs.
- Specialist studios are well equipped and have strong curriculum identity. Effective displays of students' work celebrate their achievements in studios and in public areas across the college. Explanatory posters exemplify key language and techniques, but some studios would benefit from the display of exemplar material to support high grade achievement.
- Teachers and support staff are well qualified. They are practising artists and designers and their extensive industrial experience helps to develop students' employability skills. Teachers use the college VLE effectively to post teaching and learning resources. In addition, students access Flickr, Pinterest and other social media to enhance their visual references and to exhibit their work across the world.
- Innovative assignment briefs develop students' English and mathematics skills. Group critiques are lively and students articulate their ideas with flair and finesse. For example, students confidently compared Catalonian church blueprints with contemporary conversions using complex three point perspective. Teachers provide useful literacy aids in the studios to help the students develop confidence explaining their thinking and ideas.
- Assessment for students is well organised and regular sprinklings of praise help to motivate students to achieve. Teachers help students set challenging targets and provide detailed feedback so that they know just what they have to do in order to improve their work. However, not all students record their responses to feedback.
- Enlivening enrichment activities enhance learning. Photography students visited New York and created sophisticated images on a dawn photo shoot in Manhattan. In addition, art and design students won awards at the Young Sheffield Artist of the Year competition, graphics students completed projects for Northern General Hospital and local community groups, and an intermediate-level student successfully designed David Blunkett's 2013 Christmas card.
- Comprehensive references to other cultures and beliefs enrich and develop students' knowledge of equality and diversity issues. Art and design students researched Pussy Riot's feminist philosophy and persecution of gay people in Russia. Students creating in 3D researched the chaos caused by conflict and civil unrest in Crimea and fashion students produced quirky garments made of maps of Froggat and Faisalabad.

English

16-19 study programmes

Requires improvement

- The quality of teaching, learning and assessment varies too much and requires improvement. In the better lessons, teachers design learning activities that meet the needs and abilities of students. The pace is brisk and in an AS lesson, students successfully compared, within strict

time limits, excerpts from literature texts with excerpts of factual writing. Students are grouped students and texts selected according to ability, which successfully ensures the right amount of challenge for each group.

- However, in a minority of lessons, students are required to do the same thing, in the same way, at the same time and the activities do not meet the needs of all students. Not all higher-attaining students experience activities which challenge them to make full use of their talents and imagination.
- In the main teachers have consistently high expectations of students and generally students respond well. They show enthusiasm for learning and participate conscientiously in most classes. However, attendance in some lessons is low and there are many cases of students arriving late, which disrupts teaching and slows the progress of others.
- Teachers are well qualified and bring to their teaching up-to-date subject knowledge as well as expertise as examiners and moderators. They use directed questions well to ascertain knowledge, gather students' opinions and encourage deeper and more thoughtful responses. However, a minority of teachers do not check understanding sufficiently and provide too few opportunities for students to apply their knowledge in different and new contexts.
- The teachers assess all students at the beginning of their courses in order to set targets and to measure the development of their literacy skills. Through academic and pastoral support and tracking teachers quickly identify underperformance, identify issues and deal with them quickly. Students speak highly of this support and confidently track their progress themselves, commenting on how easy the electronic system is to access.
- Initial advice and guidance are good and ensure all students are on the correct course at the correct level. A very few students transfer to other courses. Students speak positively of the individual support they get from their teachers and say for example, 'Teachers really try to help us when we are in and out of the classroom. They are one of the main reasons for our success.'
- Equality and diversity is promoted well in schemes of work and through choices of text and learning resources. In the best lessons teachers successfully develop an inclusive ethos in which respectful discussion leads to sharing of cultural perspectives. However, in a minority of lessons this is not always evident and some learning materials pose too unfamiliar literary or cultural contexts for the students to make enough progress.
- Teachers give useful verbal feedback to students, but rarely record this to help monitor progress or set short-term targets. They are however, very thorough when providing written feedback after examination practise, which gives useful guidance for students on how to improve the quality of their work. Comments on coursework and assignments are inconsistent and in a minority of cases too brief and not helpful to the students.
- Students show good knowledge of technical terms which they identify well in texts. However, they are less confident when using them in written assignments and in novel contexts. They make too many errors in spelling and written expression in their work, which teachers often ignore. Students whose literacy skills are low when they start their courses, do not always make sufficient progress in identifying and eradicating simple grammatical and spelling errors.

Business and Law

16-19 study programmes

Requires improvement

- Teaching, learning and assessment require improvement, which is reflected in the broadly satisfactory but improving success rates in business and law. Most students make the progress expected of them given their prior attainment and many go on to higher education. However, in too many lessons poor punctuality at the beginning of lessons disrupts learning.
- Teachers use their subject knowledge to plan learning activities and use realistic case studies to develop the students' ability to apply theory to practice. For example, students in a business

lesson successfully identified examples of tax avoidance practice, which then led to a fruitful discussion about the attendant ethical issues.

- In a minority of advanced lessons students cannot always explain basic business concepts such as delegation and time management. Students lose interest and do not make sufficient progress, especially when their short-term targets are not clear, as they work for extended periods on assignment completion. Students work well together during group activities and teachers use their knowledge of the students to provide challenge or guidance, which supports their learning. Teachers provide additional sessions to support achievement. For example, they offer weekly assignment workshops, revision sessions during holidays and weekends and individual mentoring. Students value this extra support.
- Students participate in a range of visits and careers events, which support them in their choice of future careers. For example, students on the Careers Academy UK programme work with business mentors and gain useful internships, apprenticeships and placements.
- Teachers monitor students' progress and attendance closely. They identify students at risk of not achieving and take action quickly. Teachers review students' targets regularly, but in many cases the targets set by the students are insufficiently precise to measure whether they have been achieved or not.
- Teachers use directed and probing questions to challenge students and to develop deeper understanding. In a law lesson, students confidently answered questions about how the media influences parliamentary law making. However, in a minority of lessons, questions are not used effectively to check the learning of all students. Teachers use electronic quizzes and games, such as bingo and scrabble, to check learning in a fun way.
- Teachers focus on developing students' English skills in lessons. They ensure that students understand and use subject terminology correctly, such as complementary marketing and delegated legislation. However, not all teachers routinely use the information from initial assessment when planning their lessons to meet the specific needs of students.
- Teachers mark work accurately and identify errors in students' spelling, punctuation and grammar. Teachers marking trial exam questions provide feedback which clearly identifies what the students need to do to improve their grade. However, in too many cases, written feedback on other work is insufficiently detailed and fails to inform the students how they can improve their work.
- Students get helpful advice and guidance before the start of their course. Teachers ensure that students have the correct entry requirements and are well informed so that they enrol on the right course. Early on in their programmes of study, students review their choices and can transfer to more appropriate courses if necessary.
- The promotion of equality and diversity is good. Students work in an inclusive environment and teachers make sure that students with disabilities are able to be fully involved in the visits for example, to Westminster Hall in London. Teachers identify a wide range of topics, which develop the students' awareness of the impact of equality and diversity. For example, business students studied the implication of the changing work profile on the success of a business and the challenges of exporting to China.

The effectiveness of leadership and management

Requires improvement

- Since the last inspection, the college's restructure of curriculum and senior management has strengthened the focus on raising standards and improving the quality of teaching, learning and assessment. However, while outcomes for learners have improved, they remain broadly at national averages. New assistant principals and curriculum leaders have increased accountability for students' achievement and teachers' performance. Curriculum leaders value the training they have received, but senior managers acknowledge more support and training is needed as they grow into their new roles.

- A recently appointed student-achievement team has revised tutorial provision, with a stronger focus on one-to-one target setting, coaching and mentoring to help students achieve. Senior leaders are adamant that students' relatively low prior attainment, or living in areas of social or economic disadvantage is no excuse for poor performance. Managers promote a culture of high expectations where it is the college's collective and teachers' individual responsibility to ensure all students achieve their potential.
- Governors have improved their oversight of students' performance and the quality of teaching, learning and assessment since the last inspection. Governors now receive clearer reports on students' outcomes and progress made by the college against improvement plans. They have received recent training on teaching and learning which has enabled them to hold senior managers more effectively to account.
- A sharper focus on target-setting at all levels, with a clear connection between targets for students, courses and teachers and the college's strategic improvement priorities, has contributed to some improvement in students' achievement in the last academic year, though not consistently so in all areas. Senior leaders and governors are very aware that there is still much to do to ensure the college achieves more ambitious targets next year.
- A more rigorous approach to performance management for teachers and curriculum leaders has ensured that all have personal targets focused on raising standards and improving their own teaching. The college has increased funding for continual professional development in teaching and learning. While there are early indications of improvements, teaching and learning are not yet consistently good in all subjects.
- Last year's self-assessment report identified accurately significant areas for improvement. The strengthened quality review system and action planning for course and curriculum areas are helping to secure further improvements, most evident in improved in-year retention rates at the time of the inspection. However, managers acknowledge that the quality and depth of analysis varies, particularly in course level reviews. Not all teams make sufficient use of all available data or evaluate fully the impact of teaching on learning and progress.
- Recently introduced subject learning reviews give senior and curriculum leaders and governors a more comprehensive overview of the quality of provision. Managers make increasing use of students' feedback to support improvements in teaching and other aspects of college provision. The lesson observation system has improved the standard of teaching, learning and assessment, but has not yet been used fully to highlight and share best practice.
- Managers review the curriculum regularly and have increased the proportion of vocational provision to meet better the prior attainment and needs of the students. All students follow a study programme with substantial academic or vocational qualifications. Those who have not yet achieved GCSE English or mathematics work towards gaining an appropriate qualification. Managers work well with local partners to plan and develop courses which help students acquire relevant employment skills and progress successfully to higher education or employment. Increasing students' employability skills is a central tenet of the college's teaching and curriculum, with a significant number of students actively engaged in work placements and other work-related activities.
- The college is highly inclusive and promotes equality and diversity across the curriculum, as well as through specific commemorative and celebratory events. Managers analyse the performance of different groups thoroughly and have been largely successful in reducing variations in attainment between different groups of students, including those who come from areas of relative deprivation. Teachers and tutors incorporate relevant equality and diversity themes in lessons, assignments and tutorials to extend students' understanding.
- The college meets its statutory requirements for safeguarding students. The safeguarding team works very closely with local external health and justice agencies to promote safeguarding and develop students' understanding of how they can keep themselves safe. The safeguarding team also provides support for students subject to the most vulnerable circumstances, including those living away from home, or experiencing complex personal difficulties. Students say they feel safe

in the college, and can report any concerns relating to safety whilst travelling to or from college, to college staff who respond swiftly.

Record of Main Findings (RMF)

Longley Park Sixth Form College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	3
Mathematics and statistics	3
Visual arts	2
English	3
Business management	3
Law and legal services	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: 1,271								
	Part-time: 15								
Principal/CEO	Ms M Nisbet								
Date of previous inspection	March 2013								
Website address	www.longleypark.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	40	N/A	141	2	916	39	N/A	N/A	
Part-time	N/A	N/A	N/A	1	2	1	N/A	N/A	
Number of traineeships	16-19			19+			Total		
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Number of learners aged 14-16									
Full-time	N/A								
Part-time	N/A								
Number of community learners	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

Longley Park Sixth Form College is situated in the north of Sheffield. The area served by the college has high levels of social disadvantage. Around 1,300 students enrol each year, the vast majority of whom are aged 16 to 18. Most students take advanced courses. The proportion of students studying advanced vocational courses has increased and in the past two years the number taking BTEC programmes of study is greater than the number studying at AS and A level. Many students come to the college with low attainment in English and mathematics and the college provides opportunities for students to gain these qualifications. Just less than half of the students are from minority ethnic backgrounds, which is a higher proportion than that of the local residents. Unemployment locally is higher than the national average and GCSE attainment by pupils in local schools is low.

Information about this inspection

Lead inspector

Alex Falconer HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Vice Principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners 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 provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

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

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

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

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

