

# Derby College

## General further education college

<b>Inspection dates</b>		<b>12–16 May 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	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 college requires improvement because:

- Leaders and managers' actions for improvement have not had sufficient impact on improving learners' outcomes quickly enough.
- Managers and teachers' expectations of learners are not high enough and too few learners achieve as well as they could.
- Learners' success rates are below national rates at most levels of study.
- Apprenticeship success rates have declined and they are below the national rate. The proportion of apprentices who achieve their qualifications within the time allocated is low.
- Too many lessons require improvement because teachers do not match their work or demands well to learners' capabilities.
- The monitoring of learners' progress and the setting of targets do not support learning consistently well.
- Assessment practice requires improvement.
- Self-assessment and quality assurance are insufficiently rigorous.

#### This college has the following strengths:

- Very good accommodation and resources in most subject areas and a brand new, attractive and spacious campus at Ilkeston.
- Good personal support for learners from teachers and personal coaches.
- Good links with employers and stakeholders locally and regionally that managers and staff use well to develop the curriculum.
- Good development of learners' personal, social and employability skills.
- A mutually respectful relationship between staff and learners.
- Secure and well-maintained campuses.

## Full report

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

- Ensure that managers are able to monitor the progress of learners and apprentices fully effectively so that they have a clear and accurate overview of their progress. Take urgent action to resolve concerns where learners are behind with their assessments and are at risk of underachieving.
- Provide strong leadership and clear direction in the use of target setting and monitoring of progress to ensure a consistent and highly effective approach across all subjects in order to maximise learners' chances of achieving their full potential.
- Support teachers to match their work closely to learners' capabilities and to ensure that they challenge learners to gain the highest level of achievement they are capable of, particularly more able learners.
- Improve assessment practice including increasing the quality of feedback to learners to a consistently high standard and ensuring that teachers make frequent and effective checks on learners' understanding and skill development so that they make good or better progress.
- Increase the extent to which governors hold leaders and managers to account for the quality of teaching and learning and its impact on learners' outcomes.
- Take action to ensure that managers are able to evaluate the quality of teaching, learning and assessment accurately by using a wide range of indicators of the impact of teachers' work on learners' outcomes and progress.
- Increase the rigour of self-assessment to ensure that judgements across all subject areas and for cross-college aspects are accurate in order to provide a sound basis for improvement actions.
- Strengthen teachers and assessors' skills in promoting equality and diversity in their lessons so that learners and apprentices develop a good and secure understanding of these areas.
- Develop further the analysis of learners' progression between levels of study and their destinations on completion of their courses so that managers can accurately evaluate these outcomes.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- Learners' success rates increased modestly between 2010/11 and 2012/13, but remain below national rates, particularly for learners aged 16 to 18. Learners' success rates are below the national rate at all levels of study, particularly at level 1 and 2 for younger learners, except adults at level 3, where it is just above the national rate.
- High withdrawal rates for learners contribute the most to success rates being below national rates. In the current year, managers' monitoring of learners' retention data indicates more learners have stayed on their courses. Adults' achievement rate increased to just above that found nationally in 2012/13, but it is below for younger learners.
- Learners' success rates in all classroom-based sector subject areas, except in the land-based sector subject area, are below the national rate. However, most have increased over the last three years, particularly in land-based subjects, information and communication technology and sports studies. Rates are particularly low in the subjects of construction, engineering, hospitality and catering, history and education and training. Learners' vocational skills are at least adequate and good in several areas.

- Learners' success rates on AS-level courses are low and have not made enough improvement, but success rates on A-level courses at grades A\* to E increased in 2012/13 to just above the national rate. However, on both AS- and A-level courses too few learners achieve high grades. For both academic and vocational qualifications at level 3, the large majority of younger learners underachieve as not enough of them attain their expected grades based on their prior attainment.
- Younger learners' success rates on functional skills qualifications at level 2 are high, but are at the national rate for level 1. Adults' success is below the national rate at level 1, but similar to it at level 2. On GCSE qualifications in English and mathematics, learners' success rates are below the national rate, including for grades A\* to C. On short courses across subject areas, learners' success rates declined in 2012/13 to below the national rate.
- Managers' analysis of learners' progression between levels of study is incomplete. Based on the available data, the rates of progression between different levels of study in the same subject area are low, as only just under a third of learners at level 1 move on to level 2 and a similar proportion move from level 2 to level 3.
- The proportion of learners progressing from AS-to A-level courses is too low and has not increased sufficiently over the last three years. Most learners with learning difficulties and/or disabilities progress on to appropriate courses at a higher level or supported work placements. The progression rate of vulnerable learners from a range of short courses to help them back into education, including onto level 1 courses, is high.
- Managers and staff do not know enough information about learners' destinations to form an accurate view. Of known destinations for completing learners, which are around two thirds, just over half go on to further study, mostly at higher education level and just under a third go into employment. The destinations of the remainder of completing learners are largely unknown because efforts to contact them to find out their destinations have been unsuccessful.
- Achievement gaps between groups of learners are relatively few and mostly closing. Male and female learners achieve at broadly similar rates and success rates for learners with learning difficulties and/or disabilities compare favourably with their peers, as do rates for those in receipt of additional learning support. By ethnicity, the gap between learners from two groups, White and Black Caribbean and those who classify themselves as from any other White background to White British, is wide and has not closed. However, in the current year, the retention of learners in both groups is increasing.
- Apprentices' success rates declined between 2010/11 and 2012/13 and are not high enough. Success rates in engineering are low. Overall, too few apprentices complete their apprenticeships within the time allocated. Success rates for workplace learners declined in 2012/13 to below the national rate from a strong position, in part due to low rates at subcontractors. Managers have significantly reduced subcontracting in order to minimise the risk of underperformance for all work-based learning courses.
- In the current year, managers' data indicate that a higher number of apprentices have achieved their framework compared to the previous year. Staff are working closely with employers and subcontractors to ensure the achievement of the remaining quarter of the cohort who are still in learning. Apprentices aged 25 or over underachieve compared to their peers. Managers and staff are taking firm action to reduce this gap.
- Learners' attendance varies across subjects and is low in functional skills lessons and, although improving, is below the college average on AS- and A-level courses, but high in several large subjects such as animal care. The rate is increasing particularly for younger learners. Learners' punctuality is mostly good.
- A high number of learners gain good experience of the work environment through well-organised work experience, involvement with a wide range of initiatives such as the National Citizen Service and joint projects based around innovation and enterprise with industry partners such as the Career Academies and the World Skills event. Staff focus successfully on developing learners' personal and social skills through a wide range of opportunities, for example, a relatively high number of learners take part in residential study trips.

**The quality of teaching, learning and assessment**

Requires improvement

- The quality of teaching, learning and assessment is not good enough, as reflected in learners and apprentices' success rates, which are below the national rates. Despite managers' focus on raising the standard of teaching and learning, too many lessons require improvement in the large majority of subjects, although the eradication of inadequate teaching has largely been successful.
- In too many lessons, teachers' expectations of learners are not high enough and, as a result, they set undemanding work based on meeting minimum assessment criteria rather than consolidating and extending learners' knowledge and understanding. Too frequently, all learners undertake similar work irrespective of their ability. Those more able do not always receive additional challenge to accelerate their progress or to achieve high grades.
- In the good lessons, teachers are demanding of learners and use exciting and fun learning activities well to meet each learner's needs. Teachers use group work well so that learners share ideas and learn from each other. For example, in a drama studies class learners shared ideas for their final project scene sets, which prompted a flow of creative ideas.
- Practical teaching is good in a few subjects including visual arts, but is less effective in a few including animal care. Teachers mostly use their detailed vocational knowledge and industrial experience to help learners gain a range of vocational skills and techniques including those that are useful for employment. For example, in a plumbing class the teacher explained to learners how to do an emergency repair using cling film.
- Teachers' monitoring of learners' progress and use of targets to support high achievement are at an early stage of effectiveness. Monitoring arrangements are unsystematic and inspectors found instances where learners had fallen behind with their work. Targets often lack a specific focus and staff do not review them frequently enough. In the better cases, teachers set challenging targets at the start, review these regularly with learners and provide them with good feedback to aid their progress.
- The assessment of learners' work and the quality of feedback varies considerably across subjects. Where assessment is good, it is detailed, frequent and helpful. However, too often, teachers do not provide sufficient written evaluative feedback. Teachers do not consistently check on learning during lessons to inform changes or adaptations to their approach quickly enough which limits some learners' progress.
- The success of teachers' strategies to improve learners' English and mathematics skills varies between subjects. Mostly, teachers emphasise the importance of correct spelling and grammar as well as ensuring learners gain confidence in the use of technical vocabulary. Vocational teachers use mathematical exercises in lessons, but are often unconfident to explain concepts when learners make mistakes. As part of study programme requirements, staff place most of the younger learners on an appropriately challenging level of qualification, but the joint work between specialist teachers and vocational teachers is not fully effective.
- Improvements to initial advice and guidance are starting to improve learners' attendance and retention. Staff have revised substantially entry requirements for AS-level courses and for courses in several subjects and these are more rigorous. Staff support a large number of learners with additional learning needs mostly successfully, including through half-term workshops and individual specialist help, for example for learners with hearing impairments.
- Staff provide good personal support for learners. Tutorials are mostly effective and contribute to the development of learners' personal and social skills. Personal coaches work closely and productively with learners. Learners on study programmes have access to a broad enrichment programme that includes work experience and volunteering opportunities. Careers advice and guidance are mostly good.

- Training and assessment for apprentices require improvement. Assessors have not taken enough responsibility for coaching and supporting learners to ensure they learn more than basic competence. Although liaison with employers is extensive, this has not meant that enough apprentices complete their assessments within the time allowed. Staff are now involving employers more in contributing to apprentices’ learning and monitoring apprentices’ progress more closely. Assessment practice is adequate. On- and off-the-job training varies in quality between good and requiring improvement; a minority of training focuses too much on completing assessments rather than on ensuring a good understanding of knowledge and skills.
- Teaching accommodation and specialist equipment are almost all of good quality and industry standard. Information and learning technology is easily accessible although the virtual learning environment is not fully productive.
- The promotion of equality and diversity remains an area for improvement as practice across subjects varies too much. Teachers are beginning to take more accountability for ensuring that learners from different ability groups, particularly more able learners, achieve as well as they should. Staff who work with work-based learners have not done enough to improve learners’ knowledge of equality and diversity from a basic level.

<p><b>Health and social care</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ Learning programmes</b></p>	<p>Good</p>
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- Good teaching is reflected in learners’ success rates that are above national rates and their mostly good progress. Most completing learners move on to higher education courses or employment. Teachers ensure current learners receive sufficient challenge to meet their full potential, which is evident in the high standard of much of their work. In the current year, many fewer learners have withdrawn from courses at level 2 than in previous years. Learners’ attendance and punctuality are good.
- Teachers use their good vocational knowledge and extensive experience well to inspire learners and make topics interesting and relevant. They include enjoyable activities that reinforce learning well and often provide a good match to individual learners’ capabilities. Teachers use relevant subject data as part of challenging activities, for example, learners analyse various public health datasets very effectively and link this analysis well to considering future funding allocations.
- Teachers organise learners’ work experience very effectively and ensure its constructive use in learners’ study programmes. They incorporate learning from work experience well into lessons. In discussions, teachers frequently encourage learners to use examples from their work experience, for example, in sharing their understanding of factors and actions that can trigger challenging behaviour in service users.
- Teachers ensure that learners develop a high awareness of the principles and values, which underpin effective health and social care services. Teachers make sure learners apply theory knowledge in practical care settings. For example, learners used theory established from a case study of an elderly man with behavioural challenges very effectively when considering the linked implications for similar groups of service users’ increasing dependency on care and support.
- Teachers use thorough initial assessment to identify accurately learners’ skill levels in English and mathematics and place them on courses at an appropriate level. They provide good support for most additional learning needs promptly and effectively. However, support for learners for whom English is not their first language is less effective and requires improvement to ensure they are well prepared for work in the range of health care settings.

- Teachers assess learners frequently and accurately. They provide very good and frequent verbal feedback of which learners make good and immediate use. However, teachers’ written feedback often lacks detailed guidance on how to improve key areas to gain higher grades. Teachers’ reinforcement of a few aspects of learners’ English and mathematics skills in preparation for the workplace is insufficient. For example, teachers do not insist that learners write up case notes legibly.
- Teachers have high expectations of learners and set stretching learning and personal targets. Their monthly reviews check progress thoroughly, enabling them to support learners to extend their learning and development of professional health care skills. Learners benefit from easy access to good resources to support independent learning.
- Personal coaches support learners very well including those at risk of underperformance as well as working with teachers to improve learners’ attendance. Coaches provide good practical advice and guidance for learners’ future career plans. For example, they supported learners to plan and hold a careers event, which covered a wide range of health and social care services, support groups and community organisations and gave learners good information about job opportunities.
- Teachers ensure that learners understand and promote equality throughout their studies and develop the knowledge, confidence and skills to challenge discrimination or victimisation they may find in workplaces during their professional careers. For example, learners show a high awareness of the vulnerability of those with low income, poor health and reduced quality of life. However, teachers do not sufficiently extend learners’ understanding of cultural and religious differences and sensitivities.

<p><b>Public services</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ Learning programmes</b></p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement because too few learners gain the grades they are capable of taking account of their prior attainment and capabilities. Learners’ success rates on most courses at level 3 are above national rates and learners’ staying on rates have increased on level 1 and level 2 courses because of improved guidance and support. Teachers ensure that learners gain a broad range of wider skills, such as in leadership and problem solving well.
- Teachers’ expectations of learners are not high enough, particularly the extent to which they match their work demands to learners’ ability level. Often the pace in lessons is too slow and unchallenging so that learners do not have to think enough for themselves. Teachers too often use learning activities that are aimed at middle ability groups and do not vary their approach to engage and challenge individual learners to maximise their learning.
- In the better lessons, well-planned learning activities and skilful use of questioning supports learners to make good progress. For example, when learning about human rights, the challenging questions posed by the teacher helped learners to compare and contrast the sanctity of human rights in other countries and the teacher supported them well in self-assessing their progress against clear objectives. However, this level of challenge is not common across other lessons.
- Teachers make sure that learners develop a wide range of practical and personal skills that are relevant to their future careers in public services. Through activities such as visits involving mock interviews with the Royal Air Force, stewarding at events and volunteering with local youth clubs, learners develop skills in teamwork and interviewing which has improved their self-confidence well.

- Teachers expect high attendance and good punctuality and learners mostly respond well with attendance rates above the target rate for all substantial courses. Teachers set clear expectations of behaviour and attitudes through induction and reinforce these consistently.
- Assessment practice requires improvement. Teachers’ marking of assessed work is not always rigorous. Their written feedback is often too general and does not support individual learners to know precisely where they need to improve. As a result, not enough learners raise the standard of their work to gain higher grades. Teachers and learners are too easily content with work that meets the minimum pass level criteria.
- Learners benefit from good pastoral support from teachers and personal coaches. Staff have improved the information, advice and guidance they provide to ensure that learners are on appropriate courses relative to their prior attainment and ability. The impact of this is particularly evident in learners’ improved staying-on rates on courses at level 2.
- The effectiveness of teachers’ monitoring of learners’ progress varies too much. Teachers’ use of target setting is insufficiently rigorous to support promoting learners’ consistently good progress. Tutorials are effective in supporting learners’ progression to higher-level courses or into employment, for example, with the armed forces and police.
- Teachers are increasingly supporting learners’ English and mathematical skills development well. For example, because of the teacher’s good guidance in outdoor learning activities, learners at level 1 estimated, paced and walked 50 metres confidently and took accurate compass bearings to guide their land navigation. Teachers encourage the use of subject specific terminology well in lessons.
- Teachers promote equality and diversity adequately. In the current year, teachers have a much stronger focus on ensuring that all learners have an equal chance of getting the best possible grades but previously too many have underperformed. Teachers involve learners well in discussions about cultural diversity based around current news topics and encourage respect and tolerance successfully.

<p><b>Animal care</b></p> <p><b>16-19 study programmes</b></p> <p><b>19+ Learning programmes</b></p>	<p>Good</p>
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- Good teaching, learning and assessment are reflected in the high proportion of learners who successfully complete courses at level 3 and achieve their personal learning goals. The proportion of learners who achieve a qualification at level 2 is below the national rate, largely because of low retention rates. However, the retention rate for current learners at level 2 has increased. The large majority of learners progress to higher-level courses, apprenticeships or employment.
- Teachers are highly motivated and use their sound vocational experience very well to improve learners’ experiences. Teachers have a detailed knowledge of learners’ individual learning needs, which they use productively. They consistently adapt their teaching approaches, particularly in theory lessons, to match learners’ capabilities and ensure they make good progress.
- Theory teaching is good and often inspires learners. Most theory lessons are lively and fun and teachers use a good balance and wide range of activities to interest and challenge learners. Teachers use questioning well to check learning. However, teachers often pay insufficient attention to supporting learners at level 3 to develop their independent learning skills, for example, by allowing them to become over reliant on the use of gapped handouts and checklists devised by teachers.
- Teachers make good use of information and learning technology to reinforce learning and in assessment. In the majority of lessons, teachers use interactive white boards, the internet and

other software well to improve learning. Teachers promote the use of smart phones as an effective way of recording evidence of competence in dog grooming sessions, which allows easily accessible review by learners and staff.

- The teaching of practical skills often lacks pace and challenge for learners. Teachers do not consistently reinforce learners' understanding or make them apply their theory knowledge well enough. In too many lessons, particularly in the animal care unit, resource constraints and the number of learners restricts access to animals, limiting the development of their skills. Teaching of practical dog grooming skills is good and learners develop the skills to prepare them well for employment.
- Staff use initial assessment well in placing learners on the most appropriate course and to identifying additional learning needs. Teachers agree challenging target grades with learners based on their prior attainment and monitor them closely. This ensures that most learners meet or exceed their predicted grades.
- Learners value the strong personal and academic support they receive which helps ensure they make good progress on their course. In particular, staff provide very good support for learners who are struggling or get behind in their work. For the small minority of more able learners, teachers do not review their progress sufficiently often to ensure they achieve their full potential.
- Staff inform learners fully about the progress they are making. Learners know and understand how well they have done and receive positive feedback on their work. Learners produce good written work that meets course requirements. Learners complete a varied range of interesting and appropriate assignments. Teachers' feedback is mostly clear, but does not always give sufficient guidance on how learners can improve, particularly for the more able.
- Teachers develop learners' English and mathematics skills well in lessons. They identify good opportunities in vocational activities to improve learners' mathematical skills, for example in estimating and checking the weights of a range of animal feeds. Teachers make good use of displays of complex technical veterinary and biological words to assist learners and reinforce their development of English. However, in a few lessons teachers do not develop learners' English skills well enough.
- Teachers incorporate equality and diversity themes into learning well and respond well to situations that arise to reinforce understanding. In a class on kennel and cattery management, learners enjoyed developing signing skills to enable them to assist deaf clients. Teachers ensure that learners are able to recognise bullying and harassment and know how to report it. Learners enjoy their studies, behave well and show respect for each other. Attendance and punctuality are good.

## Engineering and motor vehicle

### Apprenticeships

Requires improvement

- Improvement is required in teaching and assessment in engineering and motor vehicle apprenticeships as reflected in success rates below the national rates, particularly in electro technical provision, and the low number of apprentices who complete their course of study within the time allocated. Success rates on motor vehicle apprenticeships increased in 2012/13 to above the national rate. Managers and assessors' actions for improvement are beginning to improve the quality of apprentices' learning, but are at an early stage of implementation.
- In off-the-job training, too often teachers do not engage, challenge or inspire apprentices to achieve beyond the minimum qualification requirements sufficiently. The pace of learning is often slow and apprentices do not develop a wide range of skills because teachers use a narrow range of undemanding activities. However, in a few lessons teachers create good opportunities

for apprentices to develop analytical and problem-solving skills. For example, apprentices developed these skills well when analysing resistance, inductance and power mathematical rules for problem solving in the engineering industry.

- On-the-job training focuses too heavily on completing assessments to meet qualification criteria often at the expense of the full development of apprentices' skills and knowledge about each aspect of their study programme. Assessors rarely probe apprentices' knowledge and skills thoroughly enough when making assessments of routine work such as the checking of the alignment of wheels, maintenance of gear boxes and the repair of electric window motors.
- Assessors are beginning to plan more carefully with employers to ensure that apprentices learn a wider range of skills and receive a higher level of challenge to ensure they learn thoroughly and well. Staff work increasingly closely with employers to monitor apprentices' progress and they are now taking prompt action to ensure apprentices meet their learning targets. As a result, apprentices' progress is improving.
- Staff provide adequate feedback on apprentices' written work. However, they do not consistently provide apprentices with clear guidance on how to improve to ensure they develop fully their understanding of the concepts that underpin engineering and motor vehicle operations.
- Teachers and assessors do not sufficiently promote good development of literacy and numeracy skills in teaching and in feedback on assessments. They do not develop well apprentices' spelling of technical terminology. For example, teachers do not correct spelling of common technical words such as callipers, ratchet and gauge. Teachers provide helpful support for apprentices' mathematical skills in preparation for examinations.
- Staff provide apprentices with a high level of care and good advice and guidance about their next steps in training, education and future employment. The rate of apprentices' progression to higher-level apprenticeships or employment is high. However, staff rarely set demanding targets to increase apprentices' progress and to challenge them to complete their work on time.
- Staff complete thorough initial assessment of apprentices' skills. They provide good additional learning support for those identified as in need in classroom-based learning activities. However, staff do not extend sufficiently this extra support to the workplace. Reviews of progress in the workplace undertaken by staff are adequate, but they do not use knowledge of apprentices' prior attainment and capabilities well to adjust training and assessment plans to improve the progress of those more able.
- Staff support the development of apprentices' personal, social and employability skills well. Staff work well with the engineering and motor vehicle industry to help apprentices develop a wide range of skills. For example, apprentices receive support to improve their customer service skills by working in garage sales departments and to broaden their horizons through projects such as a Leonardo project where an apprentice went to Germany to work with a car manufacturing company.
- High-standard workshops fitted with well-maintained machinery and good quality tools and equipment provide a good learning environment. Teachers and apprentices are well trained in health and safety requirements and they demonstrate consistently safe practice.
- The promotion of equality and diversity requires improvement. Apprentices feel safe and have respectful attitudes towards each other and staff. However, a few teachers and assessors are insufficiently confident in tackling and resolving potentially discriminatory issues such as gender stereotyping or negative attitudes towards different cultures.

## Information and communication technology

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

Requires improvement

- The quality of teaching, learning and assessment is improving, but requires further improvement to be good. This position is mirrored in the learners' success rates, which are mostly below national rates particularly for learners on courses at level 1 and 2 for 'ICT for Users' qualifications. In-year data indicates improved attendance and learners' retention is higher than previously on most courses.
- Teachers are vocationally skilled and promote learners' good attitudes to work. The majority of current learners are making reasonable progress and are developing relevant employment and adequate vocational skills. A significant proportion of learners on courses at level 3 go to university or employment on completing their studies. However, learners' progression between levels of study within college is low, particularly between level 2 and level 3.
- Not enough lessons are good. In the less effective lessons, teachers do not engage all learners or ensure they match their work and demands closely enough to learners' capabilities. Teachers do not structure and manage group work well and learners become disengaged, as they do not receive enough challenge, or take responsibility for their learning. Recent staff development activities have focused on supporting teachers to provide more stimulating learning sessions, but improvement is at an early stage.
- In the better lessons, teachers use varied activities undertaken at a brisk pace to motivate learners and maintain their focus on the topic. Teachers make good use of directed questions to keep learners' attention, check that they have understood and build their confidence in providing correct answers. Teachers and learners make good use of the virtual learning environment and on-line supporting resources.
- Learners benefit from well-resourced information technology workspaces. They receive good support from teachers to help them improve their vocational skills and confidence. For example, learners on courses at level 1 make good use of the internet to research current news items and talk knowledgeably about the potential personal vulnerability of unguarded use of the internet.
- The effectiveness of monitoring of learners' progress and target setting varies too much. Some teachers' detailed monitoring is very effective, but in too many cases, teachers are less skilled at monitoring learners' progress with assessments. Teachers' use of specific targets to promote achievement is under-developed. For example, targets for learners attending drop-in centres are mostly based on dates for completion of modules and do not promote high rates of achievement.
- Assessment practice is satisfactory. The quality of feedback varies and verbal feedback, for example, as provided to learners at the drop-in centres, is often most helpful. Feedback on learners' assessed work differs considerably in quality, with the use of clear improvement points not sufficiently well established.
- Teachers develop learners' English skills particularly well with a strong focus on correct spelling and use of grammar. Learning areas have prominent displays of information and communication technology technical terms and teachers promote these well. Teachers' development of mathematical skills, particularly when referring to scale and multipliers, is less effective.
- Staff provide learners with adequate information, advice and guidance. Those with additional learning needs receive good support. Personal learning coaches are improving learners' attendance and retention. Staff plan work experience and work-related learning well and they benefit learners. An increasing range of enrichment activities, for example, trips to events such as the gadget show improve learners' understanding of their subject.

- Initial assessment, advice and guidance are appropriate and ensure learners are on the correct course. Learners speak highly of the encouragement and support provided by personal learning coaches.
- The promotion of equality and diversity is adequate. Learners mostly have a good understanding of equality and diversity and teachers are effective at promoting mutual respect amongst all. Most teachers deal adeptly with issues that occur spontaneously. However, teachers do not promote equality of achievement across different groups of learners sufficiently as they do not set targets based on learners' individual needs.

## Hospitality and catering

**16-19 study programmes**  
**19+ Learning programmes**  
**Apprenticeships**

Requires improvement

- Teaching learning and assessment require improvement as reflected in learners' success rates on classroom-based courses, which although increasing, are below the national rates. However, apprenticeship success rates are above the national rate. Staff have not made sufficient improvement to the curriculum for learners at level 1 to ensure this motivates them to attend and make good progress.
- Teachers ensure that learners develop their skills in the well-resourced college restaurant and kitchens. Learners and apprentices pay close attention to health and safety and food hygiene practice and they produce and serve food of a high standard.
- Teachers use their skills and current knowledge of the industry to plan learning well. In lessons to teach culinary skills, teachers often use a range of activities to make good use of cooking time to help learners develop their knowledge of theory in practical contexts. This approach engages learners and adds to the pace and challenge of these better lessons.
- Teachers have insufficiently high expectations of what learners can achieve or the extent to which they are responsible for their learning. They do not support learners to be ready to make the most of practical lessons and learners respond by making limited preparation prior to practical kitchen lessons. Teachers provide a limited range of learning resources on the virtual learning environment to support learning outside of the classroom.
- Teachers and assessors make accurate judgements about learners' performance. They use questions well to check learning and they use peer assessment to evaluate dishes and presentation. Staff organise practical assessments well in college kitchens. Assessors and employers communicate well to prepare apprentices particularly effectively for their practical assessments in the workplace.
- Professional cookery teachers provide a good verbal evaluation and helpful feedback to each learner at the end of kitchen production sessions. However, their monitoring of individual learners' progress is confined to recording formal assessments, which limits learners' chances to benefit fully from reflecting on improvement points gained from interim assessments.
- Teachers provide learners and apprentices with adequate feedback, but their identification of areas for improvement is not always clear. Teachers' introduction of reflective journals to encourage learners and apprentices to evaluate their work is of limited value because they do not understand fully how to use these.
- Teachers pay close attention to the development of learners' wider skills such as teamwork, presentation skills and confidence to perform in front of others. They support learners' participation in a wide range of enrichment activities, including internal and external catering competitions, which widens their experience of the industry, supports employability and raises

learners' aspiration. For example, an internal competition to select two learners to attend a two-week placement with a celebrity chef and his public events support team has created a competitive element and raised learners' aspirations successfully.

- Support for apprentices in the workplace is good. Teachers and assessors know apprentices well and monitor progress closely. In practical sessions, apprentices who need extra help benefit from effective and discreet individual learning support. Teachers' checking and development of spelling and technical terminology are good. They use opportunities during learning adequately to develop mathematical skills in lessons.
- Information, advice and guidance arrangements require improvement in order to prepare classroom-based learners fully for the requirements and demands of their courses. Promotion of equality and diversity is adequate. Apprentices' understanding of equality and diversity issues is underdeveloped. They gain adequate understanding of cultural differences through assignment work, but overall teachers do not develop equality and diversity themes well enough in lessons.

## Visual arts

**16-19 study programmes**  
**19+ Learning programmes**

Good

- Good teaching and learning are reflected in learners' success rates, which are above the national rates on vocational courses at level 3, and in the increasingly high proportion of learners who achieve high grades and progress to university or employment. However, less effective guidance and shortcomings in monitoring of progress have contributed to A- and AS-level learners' having success rates that are below the national rates. Nevertheless, improvement has taken place in the current year and in-year indicators show learners have made much better progress.
- Teachers motivate learners well and ensure they participate fully in lessons. They promote learners' ability to work independently in planning, researching, experimenting and developing their creative ideas using a wide range of skills and techniques. For example, an art and design learner working on a myths and legends theme set and met detailed and highly challenging targets to produce an impressive range of hand-drawn and computer-generated images to illustrate this theme.
- Teachers support most learners at all levels in making action plans and setting clear short-term targets that enable them to make good progress in lessons and produce a high standard of work. However, in a few instances, teachers' monitoring of learner-devised targets is insufficient in ensuring that they are specific and achievable.
- A minority of lessons are less effective. In these lessons, teachers do not engage and motivate less able learners sufficiently to ensure their good progress. In addition, a few teachers do not consolidate learning or develop learners' critical and evaluative skills sufficiently.
- Improvements in the provision of advice and guidance and more rigorous and thorough recruitment ensure that learners study at the appropriate level. Monitoring of learners' progress is much improved and rigorous. Staff identify learners at risk of underperformance quickly and often intervene successfully. Teachers provide valuable extra help to learners to improve their portfolios and creative work outside of timetabled time.
- Teachers promote learners' development of a wide range of skills and many creative techniques through specialist workshops and resources. For example, a learner in a textiles class experimented with an impressive range of old English embroidery methods to create her final piece.
- Teachers use a wide range of on-line and paper-based resources to support and extend learning. For example, in a highly effective A-level art lesson the teacher provided useful

vocabulary cards to help learners critically evaluate an artwork by Dali, which improved the quality in their sketchbook annotations.

- Learners produce some high standards of work because of the timely, detailed and constructive written and verbal feedback teachers provide. Teachers encourage learners' use of peer and self-assessment. In a foundation art and design lesson, learners helped each other assess progress by making suggestions of techniques and processes, which they could use to improve their work.
- Teachers develop learners' English and mathematical skills well in the majority of lessons and encourage learners to use specialist terminology in context. They clearly identify and correct spelling and grammatical errors. Teachers integrate mathematical skills well. For example, learners at level 2, in preparation for their final show, learnt how to estimate and measure display boards so they could best present their work.
- Teachers involve learners well in a wide range of projects that increase their awareness and understanding of different cultures and attitudes. They promote discussion about equality themes, for example, learners discussed disability in art by looking at work such as the Marc Quinn's sculpture of Allison Lapper pregnant. Learners with learning difficulties and/or disabilities have the same opportunities as their peers and they receive good support from specialist staff such as signers.

## Foundation mathematics

### 16-19 study programmes

### 19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement which is reflected in the variation in learners' outcomes from low and declining at entry level and below national rates for grades A\* to C on GCSE mathematics to above the rate on functional skills courses for younger learners. Managers and staff have put in place measures to resolve weaker areas of performance and in-year indicators suggest an improved picture, but it is too early to confirm this position.
- The quality of learning in lessons varies considerably. In too many lessons, teachers focus on completing assessments rather than developing and consolidating learning. As a result, learners often do not fully understand the topic before the teacher moves them on to the next one. Learners frequently provide illogical answers to arithmetical questions as they are not encouraged enough to estimate answers before using calculators.
- In the less effective lessons, teachers do not always help learners to understand how calculations work or reinforce the mathematical concepts that underpin these. For example, learners gave the answer as 10 when asked to calculate  $5\text{m}^2$  because their understanding of squared numbers was incomplete. Too often learners on mixed level courses become bored, as activities are either insufficiently challenging or too difficult.
- Teachers are well qualified and, in the better lessons, provide well-structured and interesting sessions. In these lessons, learners make particularly good progress when tasks are relevant and meaningful and teachers carefully explain mathematical concepts. Learners in one lesson made good progress by successfully using the four rules of number correctly to calculate the wages of different kinds of construction industry jobs, their chosen vocational area. Teachers support learners to work together constructively on problem-solving activities.
- Staff use initial and further assessment accurately to establish learners' starting points and attainment gaps. Target setting to promote achievement varies too much in effectiveness. Targets rarely relate to learners' vocational courses or work experience making them less meaningful. A few targets have a sharp focus, but often they are unspecific, for example, one

learner's target being 'edges, faces and vertices'. Planned reviews of progress do not always take place.

- Teachers provide good feedback in the better lessons. As well as using questions and written exercises to confirm correct answers, they use a range of problem-solving activities, helping learners as well as the teacher to understand their progress and identify where learners are struggling with concepts. Written work produced in GCSE lessons is carefully checked. Homework and longer pieces of work in the majority of lessons are marked with constructive comments, which help learners improve.
- Teachers help learners improve their English skills well, particularly reading for detail and teachers give learners useful ways to help them remember spellings. Learners whose first language is not English develop their English language skills further through frequent repetition of mathematical vocabulary and sentence structures when discussing 2-D shapes and their properties.
- Recent improvements in initial advice and guidance result in learners having a better understanding of the importance of having good skills in mathematics in improving their long-term employability. Learners value the good support they receive from their teachers. Interventions by staff to support all learners at risk of underachievement in GCSE and functional skills examinations have recently been put in place, but are at an early stage in terms of impact.
- Learners like being at college, find it welcoming and feel safe. They have an adequate understanding of equality and diversity although teachers are aware that further work is required to tackle stereotyping such as that expressed by a minority of learners. Learners' behaviour is good. Teachers deal with challenging behaviour very effectively and maintain positive working relationships in lessons.

### **The effectiveness of leadership and management**

Requires improvement

- Managers' success in improving learners' achievement is limited and the rate of improvement in a range of main performance indicators over time has been too slow. However, in-year indicators suggest a more strongly improving picture, but this cannot be confirmed until the end of the academic year. Too many actions to improve the satisfactory quality of provision since the last inspection have had insufficient impact. Learners' success rates have increased modestly, but they remain below the national rates and learners' outcomes overall still require improvement.
- Managers' assessment of the quality of teaching, learning and assessment lacks rigour, is over generous and does not correlate with learners' below average achievement. Insufficient improvement since the last inspection is characterised by too much inconsistency in the quality of teaching and learning both between and within subject areas. The management team has recently increased to include a senior manager accountable for teaching and learning and the team of advanced teaching practitioners is refocusing on supporting more teachers to improve. Opportunities for professional development, which are concentrating on each subject area's needs, have increased as a result and improved arrangements for coaching all teachers are now in place.
- The principal and managers have strengthened the arrangements for the management of staff performance significantly in 2013/14 and they are effective. Appraisals now align much more closely with important performance measures. The first cycle is not yet complete, so it is too early to judge its impact. The principal and managers act decisively and in learners' best interests when quality-monitoring arrangements identify unacceptable levels of performance by staff.
- Managers' monitoring of provision is becoming more effective. Monthly subject reviews have increased in rigour because of greater availability of accurate data on retention and attendance.

Reviews inform the need for prompt interventions by managers and these are contributing to learners' improved in-year attendance and retention. However, managers' monitoring of learners' progress is insufficiently developed and does not provide an accurate overview of their rate of progress in completing assessments. Managers monitor closely underperforming subjects with some evidence of improvement, including learners' retention on AS-level provision.

- Self-assessment lacks rigour and accuracy in its evaluation of most aspects. A few subject reports are sufficiently evaluative and accurate, but most are insufficiently self-critical and are overly long and descriptive. Managers' most recent assessment of overall effectiveness is inaccurate. The analysis and evaluation of data are improving, but these remain underdeveloped in a few aspects. For example, managers are unable to make accurate summary judgements about how many learners progress to higher-level courses or into employment.
- Governance is adequate. Governors have ensured that a useful set of key performance indicators is in place to hold managers to account. They scrutinise these frequently, but have not challenged sufficiently the variance between college performance and performance of similar colleges nationally and the lack of correlation between managers' evaluation of the quality of teaching and learning and learners' outcomes. Governors possess a wide range of skills and plan to strengthen these by appointing a governor with direct experience of further education.
- The gathering of employers' views is good because of strong engagement with them. Employers are highly satisfied with the work of the college. Managers and staff listen to the views of learners and they respond appropriately. Managers' short visits to a range of lessons are providing a valuable means of gaining detailed feedback from learners. The gathering of the views of staff is underdeveloped.
- The range of subjects the college offers is well developed and in line with local needs because of a well-considered strategy, strongly led by the principal, to emphasise the college's role in contributing to the achievement of local priorities. Strong collaborative links with employers, communities and stakeholders are in place. The requirements of 16-19 study programmes are mostly met and staff manage work experience well. A broad range of courses with clear progression routes includes providing for those groups who may be disadvantaged or hard to reach. Accommodation and resources to support learning are mostly very good.
- Managers have succeeded in narrowing most achievement gaps, for example between male and female learners. Staff raise awareness of equality and diversity well through various promotional activities throughout the year and the curriculum is inclusive of learners from a wide range of different ability groups and backgrounds. However, the extent to which teachers are able successfully to promote these aspects within the subject areas is not consistently good. Access to teaching areas for all learners is very good at most sites and a wide range of adaptive technology is available.
- Arrangements for safeguarding are good and the college meets its statutory requirements for safeguarding learners. Managers and staff pay good attention to ensuring that unauthorised visitors cannot enter the city centre sites. The incidence of bullying or harassment is very low. Staff provide appropriate guidance on online safety from the start of each course and this is reinforced well in tutorials. All staff and governors undertake appropriate training on safeguarding at the start of their service and both receive regular updating training.

## Record of Main Findings (RMF)

### Derby 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	Apprenticeships
<b>Overall effectiveness</b>	3	3	3	3
Outcomes for learners	3	3	3	3
The quality of teaching, learning and assessment	3	3	3	3
The effectiveness of leadership and management	3	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and Social Care</b>	<b>2</b>
<b>Public Services</b>	<b>3</b>
<b>Animal care</b>	<b>2</b>
<b>Engineering</b>	<b>3</b>
<b>Motor vehicle</b>	<b>3</b>
<b>ICT for practitioners</b>	<b>3</b>
<b>ICT for Users</b>	<b>3</b>
<b>Hospitality and Catering</b>	<b>3</b>
<b>Visual Arts</b>	<b>2</b>
<b>Foundation mathematics</b>	<b>3</b>

## Provider details

<b>Type of college</b>	General further education college							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	29,019							
<b>Principal/CEO</b>	Mrs Mandie Stravino							
<b>Date of previous inspection</b>	March 2012							
<b>Website address</b>	<a href="http://www.derby-college.ac.uk">www.derby-college.ac.uk</a>							
<b>College information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	879	2,255	1,555	6,091	2,629	698	8	5
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	600	519	224	481	14	8		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>	421							
<b>Full-time</b>	N/A							
<b>Part-time</b>	421							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Aspiration Training</li> <li>■ BTOL</li> <li>■ Chameleon School of Construction</li> <li>■ Children First</li> <li>■ Construction Skills People</li> <li>■ Martin Harris</li> <li>■ NCC Skills</li> <li>■ TR Training</li> <li>■ Training Strategies</li> <li>■ White Rose.</li> </ul>							

## Contextual information

Derby College has six sites in the city centre, a campus at Ilkeston approximately 10 miles from the city and a land-based campus at Broomfield Hall around six miles from the main site. The Ilkeston campus is purpose built and opened in January 2014. The Broomfield Hall site includes land-based units for animal and horse care as well as extensive gardens and an estate. The city centre sites include a sixth form centre as well as the main campus at Pride Park adjacent to Derby railway station. The college offers classroom-based courses in all fifteen sector subject areas and apprenticeships are available in nine subjects. In Derby, the proportion of pupils aged 16 achieving five or more GCSEs at grade A\* to C is below average. The proportions of learners from minority ethnic groups are similar to the proportions within the city population.

## Information about this inspection

**Lead inspector**

Philippa Francis HMI

Two of Her Majesty's Inspectors (HMI) and nine additional inspectors, assisted by the vice principal as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors 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 within the report. Inspectors observed learning sessions, assessments and progress reviews. The inspection took into account all the relevant provision at the college. Inspectors looked at the quality of teaching, learning and assessment across the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

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

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

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

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