

New College Nottingham

General further education college

Inspection dates		12–16 May 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Requires improvement-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:

- Too few learners and apprentices achieve their qualifications and make the progress of which they are capable. Gaps in achievement between female and male learners are too great.
- Too few lessons and reviews are good or better and as a consequence, learners do not fulfil their potential in lessons or on their courses. For a small minority of learners the quality of feedback from teachers on their written and practical work is not consistently good.
- Learners do not yet make enough progress in developing their English and mathematics skills in their subject lessons and they do not yet achieve qualifications in English and mathematics at a high enough rate.
- Teachers do not set sufficiently specific short term targets to inform learners and apprentices of what they need to do to improve, make good progress and achieve their target grades.
- Teachers do not routinely or systematically develop learners' understanding of diversity.
- Leadership and management of the different subject areas are not yet consistently good enough to ensure that all learners and apprentices have an equal chance of being successful, irrespective of the subject they choose to learn.
- Recent changes to improve the quality of teaching, learning and assessment and the progress learners make have not yet had a positive impact in all subject areas.

This provider has the following strengths:

- Good provision in health and social care, independent living and leisure skills, hospitality and performing arts.
- The support and guidance that learners receive to enable them to overcome barriers to their learning.
- A wide range of effective staff training to improve the leadership and management of provision.
- Accurate and critical evaluation of the quality of provision and good planning to resolve identified areas for improvement.

Full report

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring teachers have the skills to plan and teach lessons that enable all learners to make the progress of which they are capable and achieve their qualifications with grades that reflect their ability and potential.
- Increase the proportion of learners who achieve their qualifications, especially those studying A levels and apprenticeships, by setting aspirational and achievable target grades and timescales for completion. Ensure that teachers and managers regularly monitor the progress of all learners and apprentices and intervene swiftly when they are at risk of falling behind their expected rate of progress and target grades.
- Improve the development of learners' English and mathematics skills, both in subject lessons and in lessons for qualifications in English and mathematics. Ensure subject teachers have the skills to develop English and mathematics skills consistently and routinely in a relevant context, so that learners and apprentices have the appropriate skills for the industry they wish to enter or to progress to further or higher education. Develop further the expertise of English and mathematics teachers to enable them to plan and teach lessons that enable learners at all levels to make good progress and achieve their qualifications in English and mathematics.
- Improve the quality and consistency of both written and oral feedback that teachers give to learners on their written and practical work so that learners clearly know what it is they need to do to improve their skills and knowledge.
- Further develop the skills of subject area managers to enable them to improve the quality of teaching, learning and assessment in their areas. Ensure that they complete current actions for improvement and that further actions are set to ensure that all learners make the progress of which they are capable and achieve high grades.

Inspection judgements

Outcomes for learners	Requires improvement
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- Outcomes for learners require improvement as too few learners successfully complete their course. Most groups of learners achieve at a low rate, though learners completing courses at levels 1 and 2 are more successful than their peers completing courses at level 3. The rate at which most of these groups of learners achieve has increased over the last three years. The progress that learners are making this year is better owing to closer and improving scrutiny by teachers and assessors of the work learners produce in their assignments, their performance in mock examinations, and completion of tasks.
- The proportion of learners aged 16-18 who achieve their A levels and of apprentices who achieve their qualifications in 2012/13 is low and too many learners do not consistently make the progress expected given their prior attainment. Managers recognise this and are taking decisive action to improve the progress of learners and apprentices, but it is too soon to judge its success.
- Female learners are more successful in achieving their qualifications than their male peers. Learners, who receive extra help with their work owing to a learning difficulty or disability, achieve their qualifications at a slightly higher rate than those learners who do not have a learning difficulty. Managers have yet to implement effective actions to ensure all groups of learners achieve at the same rate. The achievement rate of learners taught by subcontractors is at least equal to those studying at the college.

- Learners in health and social care, travel and tourism, performing arts and independent living and leisure skills are more successful than those in subjects such as construction, science, and information and communication technology. Learners who complete qualifications wholly at their work place in subjects such as health and social care and engineering achieve at a high rate.
- Learners' achievement of functional skills qualifications in English and mathematics is satisfactory. However, learners who re-sit their GCSEs in these subjects achieve high grades.
- In the more successful subjects, learners develop good personal and social skills whilst at college. They are respectful of their teachers, of each other and of their environment. Their behaviour is good and they work well together.
- Teachers help learners to develop skills for employment, such as teamwork, communication and vocationally relevant practical skills. However, the attendance and punctuality of a small minority of learners requires improvement.
- Learners make satisfactory progress to further education, higher education or to employment, with a significant proportion of level 3 learners progressing to university. However, the data that managers have on the destinations of completing learners is incomplete and requires further collection and analysis to ensure that the courses learners complete enable them to progress to suitable opportunities.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in low outcomes on most courses. The quality of lessons varies considerably across the college. Although teaching and learning in a small minority of subject areas are good and teaching and assessment are improving, good or better teaching and assessment are insufficiently consistent or prevalent across the majority of subject areas.
- In the majority of lessons teachers and assessors now have much higher expectations of their learners. Teachers are now applying a greater range of learning strategies to help learners, for example, to understand concepts and learn practical techniques. However, in too many sessions teachers do not plan or implement learning strategies to ensure all their learners gain knowledge and understanding to enable them to apply this learning independently. They are not sufficiently aware of learners who are not performing to their potential or where they are falling behind with their studies.
- Teachers challenge lateness effectively. Learners now attend more frequently and their punctuality has improved. However, too many learners continue to miss lessons, arrive late and leave early. This disrupts the learning of all learners in a class. For example, the failure of music learners to attend rehearsals led to whole groups being unable to practise their performance.
- Teachers care about their learners and work hard to support them in their learning. Most learners appreciate this care and as a result, their attitudes and behaviour are good, helping them to make progress. Staff identify rapidly learners with additional learning needs, such as those with dyslexia, and provide any extra help they need. As a result, these learners are at least as successful as those who do not have such support needs.
- Staff evaluate thoroughly the ability of learners when they join the college. However, teachers do not make sufficient use of this information or the results of subsequent assessments, to plan lessons that ensure all learners make the progress of which they are capable. In a few cases, all learners in a group complete the same work, regardless of their ability. This is particularly evident in some mathematics and English lessons where learners are often studying for qualifications at different levels.
- In a few subject areas, assessors' support for apprentices has been disorganised. In a few cases, this has resulted in infrequent and poorly structured reviews which have hindered apprentices' progress. Managers have recognised this and made substantial changes to the

management of these programmes. However, it is too early to evaluate the impact of these changes.

- Teachers are beginning to improve the way they use information learning technology (ILT) to support learning within lessons and to help learners continue their learning outside of them. In a minority of subjects, teachers make good use of ILT and this helps learners make good progress. However, this is not yet the case in the majority of subjects.
- Working with their learners, teachers set clear long-term targets. In the large majority of cases, learners are familiar with these targets and know how well they are progressing. A minority of teachers do not, however, set short-term targets that give clear guidance on how learners can improve their academic performance or, where relevant, how they can improve their attendance and this hinders learners' overall progress.
- In the majority of subjects, teachers provide prompt, frequent and detailed feedback that helps learners understand what they need to do to improve their work. However, teachers in a minority of subjects give feedback that lacks the necessary clarity and detail so that learners know what they need to do to improve.
- Teachers effectively link lessons to employment, providing learners with an insight into the skills that will help them secure and maintain employment. High-quality work experience opportunities are available to most learners, as part of their study programme, and a range of trips and visits enable them to broaden their understanding of their chosen industry. In a highly innovative project, the college operates a commercial car dealership that allows learners to develop their skills to an industrial standard through working in a real work situation. In a few vocational subjects, work experience is not sufficiently well developed.
- The majority of teachers do not routinely plan to incorporate mathematics and English skill development in their lessons when it would be appropriate to do so. Where they do, it results in effective learning that helps learners improve their skills. However, in most subjects, this is not the case and as a result, learners in these areas lack opportunities to develop and improve these essential skills.
- Managers have improved pre-course advice and guidance learners receive and these are now good. The college works effectively with schools and other local partners to ensure that prospective learners receive useful information at an early stage. This has helped to decrease the proportion of learners who leave their course early as learners receive better information about what they need to do to be successful on their course.
- Teachers are beginning to include the development of learners' understanding of diversity within their lessons. For example, visual arts teachers develop learners' understanding of cultural diversity through the examples they use and in health and social care, learners develop their understanding of how to modify their practice to meet the differing needs of service users. However, in too many subjects, teachers do too little to help learners understand diversity in the workplace or in society.

Health and social care

16-19 study programmes 19+ Learning programmes Apprenticeships

Good

- Teaching, learning and assessment are good, as reflected in the significant improvement in the proportion of learners and apprentices who achieve their qualifications. The proportion of learners who leave their course early has fallen, but is still too high on a few courses. Learners make good progress in lessons and make effective links between theory and their experiences in employment or work placements. They develop caring and communication skills that enable them to gain employment or progress to further education and training.
- Care and support for learners are good. Teachers and personal success coaches intervene swiftly when learners experience difficulties and offer individual support that enables them to complete their course successfully. Highly effective additional learning support ensures that learners who need extra help with English, mathematics or study skills develop in confidence and succeed as well as or better than their peers.
- Teachers use a range of interesting and practical activities to support learning. For example, in one class learners had to sit back to back and rely solely on verbal description to help their partner reproduce a picture they had drawn. This developed their understanding of how much information is normally gained through non-verbal communication in care work. In another lesson, learners made choices for each other about food, clothing and leisure activities in order to illustrate how care workers should put service users at the centre of decisions about their care.
- Teachers and assessors use questions effectively to ensure all learners participate in lessons and training sessions, and help them to relate theory to their practice in the workplace or experiences in life. In a minority of lessons, teachers do not ensure learners fully understand the task or give learners enough opportunity to evaluate fully what they have learned, so these learners make slow progress.
- Staff have high expectations and this motivates learners to aim for the highest possible results. They monitor and track the progress of their learners carefully and ensure that they know how well they are doing. They use this information in tutorials where teachers and learners regularly set and review specific, measurable targets for improvement. Assessors review the progress of learners in the workplace frequently and thoroughly, but the targets they set are not always sufficiently specific to enable learners to reach their full potential.
- Teachers and assessors return marked work promptly and they routinely correct errors of spelling, grammar and punctuation. They give constructive written and verbal feedback that helps learners to improve their work. In a small minority of cases, learners are not able to progress as fast as they should because work is not returned quickly enough or too much work is set at once.
- Development of learners' English and mathematics skills requires improvement. In the better vocational lessons, teachers develop their learners' spoken and written English, for example by creating a glossary of terms related to care practice. However, they do not consistently develop learners' mathematics or skills in using ILT.
- Learners receive good information and advice prior to starting the course through a thorough interview process. They attend a taster day that helps them to decide if a career in care is appropriate for them and for staff to assess their suitability for the course. The vast majority of learners are on a course that is at an appropriate level and matches their career aspirations.

Staff provide effective support for learners in choosing and applying for higher education and rates of progression to university are high.

- Staff promote a friendly and respectful atmosphere and learners from diverse cultures and backgrounds work well together. Learners develop a good understanding of equality, diversity and inclusion and how this should inform their practice in the work place. In a few lessons, teachers do not challenge stereotypical views strongly enough in order to develop further learners' understanding of the needs of diverse client groups.

Science

16-19 study programmes
19+ Learning programmes

Requires improvement

- The quality of teaching, learning and assessment in science requires improvement which reflects the achievement of learners. Since the last inspection, some staff and course changes have resulted in learners now making better progress. However, learners' achievements in all aspects of science are not yet good. Learners develop good practical skills in lessons and they work safely.
- In the better lessons, teachers use a range of activities to stimulate and motivate learners, encouraging them to develop high-order skills relevant to the topic. For example, level 3 physics learners used both mechanics and electrical charge formulae to investigate field strength with rapid, complex calculations, before going on to explore transformer set-ups, electro-magnetic effects and acoustic science. Level 3 psychology learners responded to, and benefitted from, revision resources that challenged them to draft outlines of answers as planned answer skeletons with key points only. This helped them to understand the marking criteria better and gave them greater confidence to aim for high grades.
- Although accommodation and resources are good, teachers do not always plan to use the resources available effectively and as a result, the pace of learning is too slow in too many lessons. For example, in a chemistry lesson, when revising bonding in molecules, the teacher did not use molecular kits, despite them being available.
- Teachers' use of support and monitoring systems for learners have improved, but it is not yet sufficiently consistent to ensure that all learners are set appropriate targets to make the progress of which they are capable and achieve high grades.
- Teachers' marking of learners' work is fair and frequent. However, feedback is not always sufficiently clear to enable learners to improve and make good progress.
- Teachers frequently use online resources well to support learning in science. Teachers make many resources available to learners through the virtual learning environment (VLE) which encourages them to complete additional tasks outside of lessons. However, too few learners read enough about their science subjects outside of lessons and a significant minority need prompting to complete work on time.
- Teachers now use improved systems more consistently to determine learners' prior knowledge and starting points. As a consequence, more learners are on courses that are suited to their ability and aspirations, which has led to fewer learners leaving their course early this year. These systems now trigger swifter support for learners to help them make better progress. However, it is too early to judge the full impact of these improvements.
- Personal support for learners is good. Personal success coaches help learners effectively with their motivation, to improve their attendance and to access a wider range of support and guidance services. Learners meet regularly with their tutors, who provide care, guidance and catch-up sessions. However, tutors do not always direct the more able learners to appropriate opportunities to improve their performance and achieve high grades. A minority of learners do

not understand their own rate of progress and tutors do not consistently set short-term progress targets to enable learners to improve their work.

- Science teachers have improved the learner induction process this year. Teachers’ improved focus on essential scientific, communication and practical skills early on in courses enables learners this year to make better progress.
- In lessons, teachers develop learners’ mathematical skills well and the standard of learners’ English in written work is frequently good. Teachers’ support for learners who have English as an additional language is particularly good in GCSE science courses. However, not all teachers provide sufficient feedback to learners about how well they are improving their English and mathematics skills.
- Teachers work effectively to make science accessible to learners with a broad range of abilities. They have developed a very good link which enables learners from a local school with special educational needs to access laboratory work at level 2, which raises their confidence and aspirations. Teachers do not always exploit opportunities to develop learners’ understanding of diversity when they cover topics in lessons.

<p>Construction crafts</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p> <p>Apprenticeships</p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement, which reflects the low proportion of learners and apprentices who achieve their qualifications. A high proportion of learners pass their short courses, while the proportion that is successful on long courses is low. The proportion of learners who complete their apprenticeships successfully is increasing, but is still too low. The standard of learners’ practical work is often good and a few exceed industry standards. Learners work safely and develop good site skills. Most develop good personal skills and skills for work that improve their confidence and reliability.
- In the few good lessons, teachers use their industry knowledge and experience well to motivate and inspire learners. They use a wide range of practical activities and tasks that learners find challenging. Learners evaluate their work and identify where they could improve. Teachers support students well in the development of their understanding of often complex practical skills. Teachers plan these lessons well, taking into account learners’ site experience and rate of progress. Learners continue their learning from home and the workplace through access to interactive learning and self-assessment activities posted on the departmental virtual learning environment. Teachers and supervisors are keen to move learners onto more complex work as soon as they are ready. In one brickwork lesson, staff helped foundation level learners to move onto higher level work and encouraged them to work towards the highest level of accuracy and finish, which they found highly motivating.
- The majority of lessons require further improvement. Teachers do not always plan activities and tasks that are demanding for all learners in the class. Targets set by teachers are not sufficiently challenging. The more able learners do not make sufficient progress and teachers do not give them opportunities to tackle more inspiring tasks. Learning takes place in these lessons but not quickly enough to maintain learners’ interest and focus. Many teachers have low expectations for written work and portfolios are too often only satisfactory.
- Assessment practice requires further improvement. Assessors are beginning to visit the workplace more frequently and use site diaries, photos, videos and voice recording well to widen their range of assessment methods. Verbal questions and feedback are frequently informative

and helpful, but assessors record too little of this. Many learners meet minimum industry standards but are unsure how improve their skills and knowledge further.

- Teachers track and monitor learners' progress closely on college-based courses. However, on workplace courses, too many learners were, until recently, unclear how much they had completed and what they still had to do. In both tutorials and workplace reviews, personal development and academic targets are too vague and do not provide learners with accurate guidance on how to make better progress.
- The workshops are stocked with industry relevant tools and building materials. Many apprentices work on large sites and have the opportunity to work alongside other trades, which broadens their understanding of site practice very well. Others work on heritage projects or produce bespoke joinery, further developing more complex skills. Employers benefit from recent improvements, particularly the increased frequency of visits, which enable them to understand better current progress.
- Teachers help learners develop their mathematics skills well. For example, learners develop accurate measuring and setting out skills in lessons and teachers use their vocational knowledge well to illustrate their importance on site. For example, in painting and decorating, learners routinely calculate areas of rooms, work out coverage rates and accurately price jobs. However, teachers are not developing learners' English quickly enough to meet the needs of employers. Although some teachers correct spelling and grammar, not all give advice on how to improve for example, by using dictionaries and glossaries.
- The information, advice and guidance that teachers give to learners have improved and are now good. Learners have a clear understanding of the requirements of the courses they start and they receive timely information on further training opportunities and progression routes. Teachers focus particularly well on job seeking skills that develop learners' confidence and self-esteem and increase the number of learners gaining jobs and apprenticeships. Some learners, in particular painters and decorators, are involved in community activities and others have part time trade jobs, which improves their skills for work. However, formal work experience, as part of a study programme, is not yet available to all learners.
- Teachers' support for learners is good. Staff are very good at tackling some challenging issues faced by students and apprentices in their everyday lives. Teachers, in particular on level 1 courses, create a particularly welcoming and supportive learning environment where students can concentrate on developing their skills and knowledge. The large proportion of learners at this level successfully progress onto level 2 courses.
- Teachers help foster good working and social relationships in college and the workplace. Teachers and supervisors are good role models and set high expectations for behaviour and attitudes to work. In workplace reviews, questions about diversity are cursory and do not sufficiently develop apprentices' understanding. Teachers create few opportunities to use learners' personal or workplace experiences to develop customer care skills or to understand better the needs and sensitivities of culturally diverse workplaces and communities.

Hairdressing and beauty therapy

16-19 study programmes
19+ Learning programmes
Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement as too few reviews enable learners and apprentices to make the progress of which they are capable and too few successfully complete their qualifications. Managers have improved pre-course advice and guidance and as a result, fewer learners have left their course early this year. Apprentices' reviews now take place more frequently and the progress they make is improving.
- In the better lessons, teachers manage diverse groups of learners effectively to ensure that all learners make good progress. Learners are set relevant and challenging tasks to help them develop their practical skills. They work on a wide range of clients and teachers provide learners with clear feedback about what they have done well and what they need to improve. Learners work safely in the salon environment and are aware of how to keep themselves and their clients safe.
- However, in too many lessons, teachers' expectations of learners are not high enough and, as a result, they set work that is too easy, and based only on minimum assessment criteria rather than on extending learners' subject knowledge and understanding. Too frequently, all learners complete the same tasks irrespective of their ability. Teachers do not help the more able learners to make good progress by setting additional work that would further extend their knowledge, understanding and practical skills.
- Reviews for apprentices are now more structured and assessors make appropriate use of assessment evidence from the workplace. Employers are informed better about the improved progress their apprentices are making.
- The quality of learners' written work is good and they use technical vocabulary well. However, teachers' oral and written feedback on assignment work is inconsistent. A minority of teachers provide detailed constructive feedback but in too many cases, teachers do not give clear feedback on how learners can improve the quality of their work.
- The advice learners receive from teachers before starting college is good. Learners undertake a discovery day that includes assessment of English and mathematics skills and practical taster lessons, which give them a useful insight into the subject they will be learning. Applicants for hairdressing courses have a manual dexterity assessment before joining a course. Staff guide learners onto the right course, supporting them to make decisions. As a result, the vast majority go onto further study or employment.
- Nail technology learners use a software package successfully as a revision tool in the preparation of work, which helps to develop their independence. For example, learners created an advanced nail art design in preparation for job interviews. However, teachers' do not use ILT sufficiently to help all learners understand the range of resources they could use to support their learning further.
- Learners' and teachers' use of the electronic individual learning plan is satisfactory. Teachers set targets for learners but these mainly relate to unit task completion and lack short-term goals that would help learners know what they need to do to improve and achieve the grades of which they are capable. Teachers rarely set targets for improving attendance or English and mathematics skills and consequently learners do not always develop these skills as well as they are able.
- Too few enrichment activities and community projects take place to allow learners to develop personal and social skills, including communication skills, to gain employment in salons, spas

and related industries. Too few learners undertake work experience outside of the college salons as part of their study programme.

- In the better theory lessons in hairdressing and beauty therapy, teachers integrate mathematical skills effectively through relevant activities. For example, level 1 learners calculate how much cleanser and moisturiser is required when preparing for facials and they accurately measure these out. The large majority of learners use vocational terminology accurately and teachers correct learners' work for spelling and grammar.
- Teachers ensure that all learners receive support to help them succeed. For example, they gave extra help to hairdressing learners for whom English is their second language, so that they were able to communicate clearly how to measure peroxide with permanent colour. However, teachers' development of learners' understanding of diversity is limited. Teachers do not all use the wide range of examples that exist in the industry to help learners understand better the requirements of the variety of clients they will encounter in employment.

Visual arts

16-19 study programmes

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement, reflecting the low proportion of learners who complete their courses successfully, particularly those studying A levels. Managers have refocused the curriculum offer to better deploy the skills of teachers to improve the progress learners make. These actions are showing an emerging positive impact on learner progress, but it is too early to judge the full impact of these changes. For example, attendance at lessons has improved and is now high. Learners' behaviour is good around the college and in lessons. The large majority of learners progress to higher levels of study at the college or at university.
- Teachers support and guide learners well to enable them to gain the skills they need for employment or to progress on to higher level courses. Learners are encouraged to work independently and they improve their skills and techniques in the majority of lessons. They use sketchbooks well to record ideas and thoughts. In the better lessons, teachers use their expertise to create lively environments and tasks, where learners develop ideas freely. However, in too many lessons, teachers do not design tasks to consistently support learners' deeper investigation or enable them to develop lines of enquiry.
- Learning is enriched through teachers' well organised activities allowing learners to participate in study trips, exchange visits, cross subject working such as designing costumes for performing arts shows, working with charities to raise money, entering and winning competitions and exhibiting their work in a professional way in the college art gallery. Links with outside organisations provide live projects for learners and placements for work experience. These enable learners to develop some of the skills needed in the professional working environment, such as meeting deadlines.
- Not enough teaching is of a good or better quality. In a minority of lessons, the pace is too slow and consequently learners are not inspired to achieve their best. Teachers do not always use skilful questioning techniques to deepen understanding and extend creative skills. Teachers do not give more able learners further tasks to develop or extend their techniques and skills. In a minority of lessons, teachers do not always fully embrace the use of technology to increase learners' knowledge, or recognise this as a powerful creative tool. Teachers do not fully implement peer critiques and discussions on all courses to increase learners' confidence in using these relevant techniques.

- Assessment procedures and target setting are satisfactory. Learners receive good verbal feedback on their progress. Most learners understand what they need to do to improve and their analytical skills are good. However, teachers do not set enough tasks to meet learners’ individual goals and ambitions. Teachers use methodical and effective ways of tracking learners’ progress. They record formal written feedback well on the electronic individual learning plan. However, learners do not access the feedback regularly to know what they need to do to improve.
- Teachers’ advice and guidance for learners before they start their course are good. The college provides helpful pre-course information, which enables learners to choose an appropriate course. Staff give learners good personal support, particularly those requiring extra help with their work or with significant personal issues. Learners benefit from the support they receive. Teachers ensure that learners absent through illness have good access to course materials, through the college intranet and social media. As a result, they are able to complete their course successfully.
- Teachers help learners to improve their English and mathematic skills productively in lessons. Where relevant, learners use measuring skills in lessons for producing patterns, pattern cutting, scale models, perspective and graphic layouts. Learners practice their English skills through art-related written projects and in most subjects, teachers take the opportunity to correct and reinforce correct spelling or grammar.
- Teachers promote equality in lessons and develop learners’ understanding of diversity well in the curriculum, often using appropriate themes in projects. Teachers celebrate cultural diversity appropriately in lessons by highlighting the work of artists, writers, designers and musicians from around the world for reflection and debate. Learners feel safe, valued and able to express themselves as individuals.

Independent living and leisure skills	
16-19 study programmes	Good
19+ Learning programmes	

- Teaching, learning and assessment are good, as reflected in the good qualification achievements of learners and the good development of their skills and confidence. Most teachers have high expectations of learners and provide them with effective support, which helps them to make good progress.
- Teachers work effectively to improve learners’ confidence and personal and social skills. Most learners enjoy their lessons and work well together. They improve their listening skills and become more able to follow simple instructions and enjoy working alongside others. Teachers know their learners well and they use this knowledge to plan lessons with relevant and challenging activities to develop specific skills. However, in a minority of lessons, the pace of learning is too slow and learners lose interest.
- Teachers’ very good focus on enterprise provides learners with good opportunities to increase their understanding of employment and to experience a wide variety of work-related activities, for example, working at a local farm and volunteering in the college refectory. Teachers carefully organise craft sales for which learners enjoy producing and selling items such as Father’s Day cards. Learners work well together to decide which goods they will make and how they will market them.
- Thorough assessment of learners’ skills at the start of their course ensures their support needs are met. Personal success coaches and learning support assistants provide good personal and learning support to learners with a wide range of learning difficulties and/or disabilities, including those with sensory impairments. Assessments at the start of their course determine accurately whether learners require extra help. Support for learning in lessons is very good.

- Most target setting by teachers is good. The better targets are specific, meaningful, and achievable through a series of clearly outlined and progressively more challenging tasks, which help learners to make good progress. Learners set themselves very specific personal targets in lessons and teachers help them to reflect on the progress they have made by the end of the lesson. Teachers’ regular reviews of learners’ progress ensure that most learners are clear about what they need to do to complete their course. However, in a small minority of cases, targets do not contain sufficient detail to help learners to make better progress.
- Although teachers give learners good praise and encouragement orally, they do not always provide sufficient written feedback on work. In a minority of cases, written feedback does not contain enough detail to help learners to improve their written and social skills.
- Teachers focus strongly on improving learners’ English and mathematics skills. In the better lessons, teachers provide learners with useful, relevant and meaningful activities to help them develop their reading skills, write shopping lists and to measure shapes to help them make progress with practical tasks. In less successful lessons, learners carry out tasks which have little relevance to their everyday lives.
- Information that learners receive prior to the start their course is good. Learners receive support from personal success coaches to secure additional support from specialist agencies to meet their specific needs. Pertinent information helps learners to make informed choices about their future, as reflected in the high progression rates to level 2 courses.
- Learners work in diverse groups, they value and respect each other and they understand difference. Teachers provide an inclusive environment for the varied complex social, medical and educational needs of their learners. However, teachers do not always take opportunities to extend learners’ knowledge of cultural difference in the context of their learning to provide them with a better understanding of the world around them.

<p>Foundation English</p> <p>16-19 study programmes 19+ Learning programmes</p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement and vary too much in quality across the vocational areas of the college. The majority of learners make good progress in improving their English skills, but not enough learners gain level 2 qualifications so that they are fully equipped for effective progression to further education, training and employment. Those learners who lack confidence at the start of their course subsequently make satisfactory progress towards their English qualifications. A few learners do not attend frequently enough to develop their skills sufficiently.
- Learners receive good support in lessons from teachers and well-trained support workers, so that they are all able to participate effectively in lessons. Teachers make good use of individual coaching and open questioning techniques to extend learners’ knowledge and problem solving skills, building on prior learning. These techniques ensure that learners grasp new aspects of topics and consolidate their understanding. Teachers provide further effective support through additional workshops, e-mail coaching and homework on GCSE courses.
- Learners do not consistently experience lessons that challenge them so all achieve their full potential. Teachers’ planning of lessons, so they meet more fully individual learning needs and potential, requires improvement. Too often, learners from entry level to level 2 have the same objectives and activities to complete in lessons. Learners do not always understand well enough what skills they are trying to develop through the planned activities. As a result, more able learners find the work too easy and do not develop higher-level skills, and less able learners who lack reading fluency struggle to complete tasks. Learners are over-reliant on teachers to

direct their learning and lesson pace is often too slow. In the most effective lessons, teachers provide varied, practical, relevant learning activities that help learners develop their oral and written skills.

- Resources are mostly good. They are chosen well to be interesting and relevant to the needs and interests of learners. On GCSE courses, teachers direct learners effectively to the good range of online resources that reinforce new learning and provide practice working on identified individual skill gaps. However, teachers do not routinely use ILT in lessons to provide a range of visual images to support learners' comprehension of more colloquial or sophisticated language concepts. In functional skills' classes, teachers seldom promote online resources.
- Teachers carefully assess learners at the start of their course to identify appropriately skill levels. The GCSE team have developed a more rigorous assessment process ensuring learners have the key foundation skills before tackling the higher-level work. Most GCSE learners have produced high standards of assessed coursework in the current year. Learners benefit from the improved guidance and advice at the start of their course to ensure they are on the right level qualification, resulting in improved grades on assessed work.
- Teachers do not always use the detailed assessment information they have well enough to set meaningful targets for individuals on all English courses. Targets focus on group activities to be completed rather than the necessary steps for individuals so that they can systematically improve both oral and written fluency in English. This means that many learners, particularly in mixed ability groups, do not make fast enough progress.
- A minority of vocational teachers plan their subject lessons well to integrate the development of English skills routinely. Much written work is marked well, with constructive feedback so learners know what they must do to improve. Business learners develop proof-reading skills well as they are encouraged always to check assignments independently before submission. However, not all teachers have the expertise or confidence in raising learners' standards of English, some learners are unclear of expectations and too often standards and presentation of written work are not high enough.
- The majority of learners receive clear guidance from teachers at the start of their course on the need for high standards of English. However, teachers do not always reinforce this. A minority of learners make slow progress in their functional skills classes and lack self-belief in their abilities to improve.
- Behaviour is good. Learners treat each other with respect and work well together. In GCSE classes, learners explore themes of cultural and class differences in today's society through their set texts and poems. In a functional English lesson, young learners became more aware of stereotyping as they developed their oral skills discussing a topic about heroes and villains based on photographs. In an adult class, a teacher challenged unemployed learners' negative self-images well so they accepted their enhanced status as learners. They became more confident, overcame their initial reluctance and made good progress addressing the challenges of completing official forms.

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

Requires improvement

- The quality of teaching, learning and assessment requires improvement, as reflected in the low proportion of learners who achieve in GCSE mathematics and in functional skills. The development of learners' mathematical skills in GCSE classes this academic year is good, although in functional skills not all learners in classes for 16-18 year olds make sufficient progress. The standard of learners' work ranges from satisfactory to good. Attendance is low, which affects the progress that learners make.
- The quality of teaching and learning is inconsistent across GCSE mathematics and functional skills, which results in some learners having a better experience than others. In GCSE mathematics, teachers use a good range of approaches and activities, which learners find interesting and motivating and they make good progress as a result. Learners use mini-whiteboards effectively to help them solve mathematical problems, check their answers and share these with other learners and with the teacher.
- In the best lessons in functional skills, teachers ensure that learners of all abilities have good opportunities to maximise their learning. The work also relates well to learners' everyday lives and to any vocational learning. In one interesting example, learners made good use of information relating to a household's water usage. They used this data to complete calculations in a table, before compiling a table of their own household's use of water, carrying out further calculations and briefly discussing the future sustainability of water usage around the world. Learners really enjoyed this work and made good progress in their learning.
- In the majority of lessons in mathematics, learners benefit from very effective individual explanations, coaching and feedback, which enable them to grasp key concepts, for example multiplying whole numbers and decimals, often for the first time. Teachers also make effective use of a good range of learning resources, including technology, which help to develop and to reinforce learning.
- In weaker lessons, which are predominantly in functional skills for younger learners, the over-use of paper-based worksheets makes the learning of mathematics unnecessarily dull and a minority of learners become de-motivated. All too often in classes where learners are at different levels, they all work at the same pace and on the same tasks, with more able learners not having sufficient opportunities to progress as quickly as they might. Teachers' use of question and answer techniques is not sufficiently effective, with some learners dominating, whilst other learners do not have sufficient opportunities to answer. The effective use of a range of other approaches to reinforce and to check learning is insufficient.
- In GCSE mathematics, teachers' pre-course information, guidance and assessment for learners to establish their starting points and to ensure that they are on the right course have improved and work well for learners. In functional skills, learners have good opportunities to change groups, in order to find the most appropriate class for them. In functional skills' classes, for learners aged 16-18, teachers' use of assessment to plan appropriate levels of learning is not yet fully effective.
- In one excellent lesson for adults in functional skills, all learners worked to clearly identify individual and group targets, which helped them to focus on and to improve specific aspects of their developing skills in mathematics. This ensured that learners are now fully aware of the progress they are making and what they need to do to improve further. However, this good practice is not consistent across functional skills and a minority of learners work to no clear targets at all. Teachers' setting and marking of learners' work, including homework, is good.

- Teachers and learners develop good working relationships and learners benefit from the personalised support they receive. Learners from a range of different backgrounds work well together in an atmosphere of mutual respect. Teachers' further development of learners' understanding of diversity is not sufficiently systematic or widely implemented in lessons. Teachers do not always challenge inappropriate or stereotypical remarks made by learners.

The effectiveness of leadership and management

Requires improvement

- The implementation of purposeful learning strategies by senior managers, empowerment and reinvigoration of staff at all levels, have provided a strong base for making the college a better place to study and achieve. Managers have a pragmatic, hardworking and highly intelligent approach to improving learning and outcomes for learners and apprentices. They have shown resilience in the face of tough challenges in tackling poor provision. They have made some strong and clear managerial decisions in reshaping the curriculum. The governing body comprises a wide range of governors who have good professional expertise to offer support, ensure accountability for senior managers and serve learners well. Their induction and training were good and they have formed a strong and positive working relationship with the Principal, based on trust and challenge, coupled with greater clarity and transparency in information to monitor performance. However, although progress has been made, managers have yet to ensure learners' and apprentices' achievement and learning sessions are consistently good across all subject areas.
- Staff development is good. The coaching and training provided for managers and teachers motivate and help them to be more effective in their roles. The Principal is successfully developing a good learning and support culture for staff that is benefiting learners and apprentices by improving managers' ability to do their jobs in providing a good learning experience. Managers in particular are more confident and aware of their strengths and areas for development as a result of coaching. The management of performance is robust including revised and more rigorous processes for managing subcontractors that provide training on the college's behalf.
- Observers of teaching, learning and assessment are a key vehicle for driving improvement. They are skilled at recognising the quality of learning in a range of contexts and situations and pick up salient points for improving teaching and assessment. Progress for greater numbers of learners and apprentices is improving, as is their success in achieving. However, the observation system is not yet sufficiently effective, to establish a complete overview of, and sustain improvement in teaching, as too many learners do not reach their full potential. Too much teaching requires improvement.
- Senior managers have identified clear strategic objectives to focus on local employment needs and improving learners' skills to play a full part in that economy. Senior managers are successfully developing a curriculum that is employment related and rectifying poorly performing training and assessing performance. As a result, more apprentices are making progress towards achieving their learning goals but more time is required to assess the full impact of the changes as the proportion of learners achieving apprenticeship qualifications historically is low.
- Curriculum managers are establishing different strategies that are enabling younger learners to experience the world of work as part of their study programme. They identify well learners' English and/or mathematics needs to support their main vocational or academic aims. Although in its early stages, partnerships with commercial and local stakeholders are promising and early strategic discussions productive.
- Managers have clarified course requirements, and improved advice and guidance to ensure learners' and apprentices' suitability for courses. Teachers and managers are making a strong effort to improve A-level and vocational outcomes and have improved the tracking and

monitoring of learners' progress. However, they have not acted sufficiently swiftly in a small minority of cases across all subject areas where learners are falling behind with their studies.

- College staff evaluate the learning provision critically and have set ambitious targets for outcomes, teaching and staff morale. Progress in improving quality is steady and the current position identified by inspectors reflects senior managers' realistic assessment of their position. The improvement, however, in staff morale is palpable and the drive to match key quality targets for good provision are attainable if the continuity, determination and skill in effecting positive change continues. For example, subject areas identified as inadequate in the college's self-assessment report 2012/13 have improved and a few areas that required improvement are now good. Learners and apprentices have benefited from changes that they have noticed this year and learner representatives are active in relaying all learners' views fully at a senior level.
- Teachers foster good working relationships with learners and apprentices in the wide range of settings where learning takes place. Learners' behaviour is good and allows teachers and learners to focus on learning, however poor attendance and punctuality affects learning in a small minority of subject areas. Although managers and teachers have received training to help them recognise and promote equality and diversity in teaching sessions, examples of good practice are insufficiently evident across the whole provision.
- The college meets its statutory requirements for safeguarding. All staff, governors and learner representatives have received training and understand fully how and where to refer safeguarding incidents. Senior managers take the processes and procedures seriously and any incidents are carefully processed and referred. Adults are well supported and cared for, particularly those with profound learning needs and disabilities and learners feel safe at the college.

Record of Main Findings (RMF)

New College Nottingham

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	16-19 study programmes	19+ learning programmes	Apprenticeships
Overall effectiveness	3	3	3	3
Outcomes for learners	3	3	3	4
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
Health and Social Care	2
Science	3
Construction Crafts	3
Hairdressing and beauty therapy	3
Visual Arts	3
Independent living and leisure skills	2
Foundation English	3
Foundation mathematics	3

Provider details

Type of provider	General further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	20,028							
Principal/CEO	Dawn Whitemore							
Date of previous inspection	January 2013							
Website address	www.ncn.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+
	1,287	3,352	967	4,050	2,145	1,779	184	856
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	338	431	235	409	2	3		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	82							
Full-time	N/A							
Part-time	82							
Number of community learners	4							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Aspire Achieve Advance ■ Bridgeway ■ City College Nottingham ■ NCC Skills ■ The Skills Network ■ National Construction College ■ Pathway ■ HR Training and Development Limited. 							

Contextual information

New College Nottingham, which appointed an interim Principal in September 2013, is a large general further education college that has five sites in the centre of Nottingham. Courses are offered in a range of academic and vocational subjects from entry level up to level five. The proportion of 16-18 year olds in the local area who achieve five GCSEs at grades A* to C is below the national rate but the proportion of the local population who are qualified to level 2 is the same as that nationally. The rate of unemployment locally is higher than the national rate. The proportion of learners at the college who are from minority ethnic heritage is similar to that of the local population. Whilst there are some prosperous areas of the city, there are also areas of significant deprivation.

Information about this inspection

Lead inspector

Richard Pemble HMI

Three of Her Majesty's Inspectors (HMI) and eight additional inspectors, assisted by the assistant principal for performance 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>

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