

Strode College

General further education college

Inspection dates		23–26 September 2014
Overall effectiveness	This inspection:	Outstanding-1
	Previous inspection:	Good-2
Outcomes for students		Outstanding-1
Quality of teaching, learning and assessment		Outstanding-1
Effectiveness of leadership and management		Outstanding-1

Summary of key findings for learners

This provider is outstanding because:

- Teaching, learning and assessment are outstanding and result in the vast majority of students successfully completing their courses and achieving their qualifications. This is the outcome of highly effective performance management.
- Over several years, most students have consistently made outstanding progress relative to their starting points.
- The majority of students receive outstanding information and advice before and during their study programmes. Pastoral and academic support and guidance as well as careers advice and guidance are also outstanding.
- Students have access to a particularly broad range of courses within an extensive curriculum that meets their needs and interests and those of employers and the local community very well.
- Students develop excellent literacy and numeracy skills. Teachers integrate the teaching of English and mathematics very successfully in lessons.
- The majority of students participate in a broad range of good enrichment and work experience activities that enable them to develop skills that help prepare them effectively for progression to further or higher education or employment. A particularly high proportion of students successfully progress on to appropriate and sustainable further and higher education or to employment.
- Governors, leaders and senior managers set a clear and ambitious vision and strategic priorities. They maintain strong links with local employers and the local enterprise partnership. As a result they are successfully raising aspirations and addressing the developmental needs and priorities within the community and local economy.
- Teachers' and managers' use of the college's target setting and review processes is highly successful in supporting students at risk of underachieving.

Full report

What does the provider need to do to improve further?

- Raise the standard of teaching in the small minority of less successful lessons by ensuring that teaching, learning and assessment activities engage all students fully, stimulating them to achieve and progress.
- Actively promote students' understanding of equality and diversity by creating further opportunities for discussion and follow-up in lessons.
- Provide more frequent safeguarding training to staff and governors to ensure they keep fully up to date with current national issues.

Inspection judgements

Outcomes for learners	Outstanding
<ul style="list-style-type: none"> ▪ Strode College provides much of the post-16 provision in the region and draws students from a wide geographical area of the county. At the time of the inspection the significant majority of students were aged 16 to 18, undertaking full-time study programmes. Of those students, the majority were studying AS and A levels from a broad range of subjects, with the minority undertaking vocational programmes, predominantly at intermediate and advanced levels. The college has a relatively small number of apprentices. In the previous academic year, 188 adults undertook traineeship programmes. ▪ Over the past three years, students on classroom-based courses at all levels, most recently on study programmes, have made consistently outstanding progress relative to their starting points. ▪ The majority of students make excellent progress in lessons. Regular and effective review and intervention processes have successfully raised standards and aspirations, and improved outcomes for students. Attendance rates are now high and the vast majority of students are punctual to lessons. ▪ Senior managers have identified a few small groups of students not making the same rapid progress as their peers and are taking prompt and effective action to rectify this. ▪ The proportion of students that successfully complete their apprenticeships has risen significantly and is now above the national rates for most qualifications. Managers have achieved this by successfully implementing a more comprehensive approach to work-based assessment and performance tracking. ▪ Students on traineeships make good progress, with the majority successfully achieving a relevant qualification. They improve the standard of their English and mathematics skills, and gain valuable work experience. A high proportion successfully progresses into employment at the end of the programme. ▪ A very large proportion of students on study programmes successfully achieved a C or above in their mathematics GCSE. However, in the most recent academic year, too few students achieved a grade C or above in English. Managers have identified the issues and put effective strategies in place to improve the situation. ▪ All students, particularly those on the study programme, develop their practical, vocational and study skills very well in lessons. Students also develop their personal, social and employability skills well through a broad range of classroom-based activities, tutorials and extra-curricular opportunities such as involvement in fundraising and community activities and foreign trips. Foundation students develop a particularly good range of appropriate independent and living skills. 	

- A particularly high proportion of students at all levels successfully progress on to appropriate and sustainable further or higher education or to employment. These numbers have risen steadily over the last three years.

The quality of teaching, learning and assessment	Outstanding
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- Four sector subject areas were chosen for inspection and reported on in detail. During the inspection, inspectors visited lessons in many other subject areas from across the college providing a representative sample by level and subject.
- Students benefit significantly from outstanding teaching, learning and assessment which are reflected in outstanding outcomes. The high quality of teaching, alongside exceptionally strong pastoral and academic support, enables the vast majority of students to make excellent progress. Teachers and assessors have very high and realistic, expectations for all students, which lead to the high level of students' achievement across the college.
- In lessons, the majority of teachers meet the individual needs of all students by excellent planning. They ask incisive and thoughtful questions that encourage students to think more deeply and explore a broad range of different ideas, thereby extending their knowledge and understanding. For example, in an outstanding child development lesson the teacher's expert prompting encouraged students to think about their own skills and knowledge acquisition. The subsequent task showed how they could use this insight effectively in their work to develop the skills of young children.
- In the most effective lessons, students develop good independent learning and research skills. As a result of the enthusiasm and expert direction of teachers, students are interested and motivated, and work well with each other and in group discussions. They develop the ability to work well on their own when studying and problem solving.
- Teachers' use of technology and on-line resources is effective. Through careful use of the materials on the college's virtual learning environment (VLE) they make lessons lively and engaging. Students learn to make very good use of the wide range of helpful teaching and learning resources and complete work outside lesson time.
- In the small minority of less effective lessons, poorly-planned activities and unclear explanations do not gain the attention or interest of students. As a consequence, a few students are unsure on what they must do, and often through lack of allocated time they rush their work and do not make sufficient progress.
- The vast majority of teachers and assessors are well qualified and use their occupational, industrial and subject expertise very effectively in lessons. They are excellent role models, providing inspiration, motivation and subject-specific insight for students.
- Arrangements to carry out initial assessment of all students at the start of their programmes are excellent. Teachers use the results astutely to help plan and structure lesson activities around the varied needs of the students. The regular provision of extra workshops for different subjects enables students who fall behind in their work to catch up and improve.
- Pastoral and academic support are outstanding. Teachers use tutorials particularly well to develop students' personal, social and employability skills. The vast majority of teachers use the electronic individual learning plans to monitor effectively students' progress, ensuring students meet their challenging targets. Arrangements to support students with welfare issues are excellent.
- The assessment of students' work is thorough. Teachers provide very clear feedback during classroom activities and thorough written feedback on assessed work, which ensure students are very clear about the progress they are making and what they should do to improve.
- Teachers find very good opportunities to promote students' English and mathematics skills and develop their literacy and numeracy in most lessons. Students understand the importance and relevance of English and mathematics, both to their study programme and to their employment prospects.

- On apprenticeship programmes, teachers plan assessments particularly well. Assessors use their knowledge and expertise to motivate apprentices, keep them on track and ensure they complete their programme. They provide excellent academic and pastoral support for apprentices during reviews and throughout their programme. Employers acknowledge the impact of the outstanding support apprentices receive from the college’s assessors and workplace learning team.
- The majority of students participate in a broad range of enrichment activities, internal and external work experience opportunities, which teachers promote well throughout the college. Students benefit from and enjoy taking part in the activities, particularly where they enhance work and employability skills in line with the goals agreed as part of their study programme.
- Students receive excellent information, advice and guidance, which enable them to make well-informed choices before they start college and during their study programme. College support staff and teachers use their have strong links with schools to provide an extensive range of pre-course advice and guidance to prospective students.
- Support staff work particularly well with home-educated students to help prepare them for college life and ensure their transition into college is as smooth as possible. Excellent advice and guidance continue throughout each student’s time at college.
- Careers advice is good. The college’s own specialist careers adviser supports students effectively with career choices, higher education applications and employment skills.
- Teachers cover a wide range of equality and diversity themes well in tutorials, which students enjoy and find challenging. However, teachers do not promote understanding of equality and diversity sufficiently in lessons.

Science 16-19 study programmes 19+ Learning programmes	Good
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- Teaching, learning and assessment in science are good, reflecting the significant progress students make at college relative to their starting points, and the high success rates on many courses.
- As part of the students’ study programme, teachers integrate English and mathematics very well in almost all science lessons. For example, teachers place a particular emphasis on teaching the correct spelling of scientific terminology and discussing basic mathematical ideas such as calculation of percentage yield in chemistry. Teachers make good use of dedicated English and mathematics whiteboards that are present in all classrooms to capture and highlight this information. This reinforces students’ awareness of the importance and puts them into context of science.
- Advice and guidance for students are good. Teachers give appropriate advice to students about higher education applications. Students receive good personal support from their tutors. A high proportion of students studying A levels as part of their study programme successfully progress to higher education.
- Thoughtful and well-planned teaching helps students gain a sound understanding of basic scientific concepts that underpin the topic they are studying. For example, when teaching material properties, teachers place much emphasis on the key difference between using diameter or cross sectional area when calculating breaking stress.
- Teachers bring lessons to life by engaging students in different ways, especially in biology. For example, in a lesson on genetics, the students have to provide meaningful explanations to topics studied such as providing a running commentary to a video clip showing the unzipping of a strand of DNA.

- Teachers plan activities very well resulting in students developing good independent research, discussion, experimentation and problem solving skills. For example, in a physics lesson, with minimal help from the teacher, students pooled their resources, successfully designing and building apparatus to measure the energy stored in a capacitor.
- Teachers help students to make excellent progress by effective use of working in pairs or groups. The students develop their own understanding well by discussing and explaining ideas to their peers, as well as their interpersonal and longer-term employability skills.
- In a small minority of less effective lessons, teachers set tasks that are not sufficiently challenging and students make insufficient progress. The more capable students sometimes finish their work early and teachers do not give them follow-up tasks to help them continue their learning.
- Teachers have high expectations of their students, who respond by working hard in lessons. Teachers closely monitor student progress using regular testing and progress reviews. Any students underperforming, relative to their target grade, receive extra help by attending the subject support workshops.
- Teachers set and mark homework regularly and return it promptly with useful, specific comments on what each student needs to do to improve. Their supportive and complimentary comments on good work motivate the students.
- Many students make good use of the college's VLE, which contains useful course materials and teachers' lesson presentations. Teachers' active and persistent encouragement helps students to develop independent learning skills. Students take up the challenge willingly and continue their studies outside the classroom with the use of the VLE resources.
- Students feel very safe when they are at college. They are polite and respectful to their peers and their teachers. While students demonstrate an adequate understanding and appreciation of equality and diversity, teachers rarely actively promote or raise awareness of different aspects in lessons.

English

16-19 study programmes 19+ Learning programmes

Outstanding

- Teaching, learning and assessment in English are outstanding and enable students to achieve outstanding results. The majority of A-level students make excellent progress relative to their starting points. They enjoy their studies and are very keen to succeed. Progression rates for students from AS to A level and then to higher education are very high, with a significant proportion going onto study English or a related subject. Students' punctuality and attendance are very good.
- Students' development of their personal, social and English skills is very good. All students are developing confidence in using literary terminology and analysing language and literary texts accurately. For example, in English language lessons, students extend their grammar knowledge well in the use of determiners and pronouns. Similarly, in a literature lesson, students demonstrated a high level of critical analysis skills in evaluating the use of puns in a scene from *Twelfth Night*.
- Teachers make the best use of classroom time through good planning; they establish very high expectations for their students. Students enjoy and learn quickly from the stretch and challenge provided by the varied and stimulating tasks set by their teachers. Teachers check learning skilfully and ensure that students make excellent progress.
- Students benefit from very high quality teaching resources and lively debates and discussions in which they share ideas constructively. Such activities enable students to develop very good independent thinking skills and deepen their insight and understanding of topics. Teachers make

very good use of information and learning technologies and the VLE to enhance and support students' learning and prepare them for external examinations

- The assessment of students' work and written feedback are consistently good. Teachers give detailed and valuable feedback, and ensure that students are familiar with the examinations' assessment criteria. For example, in a GCSE English language lesson, the teacher analysed assessment objectives well with students so that they could see how to achieve higher grades in their next assessments.
- Advice, guidance and individual support for learning are outstanding. Students receive very good information about their courses and find the induction period useful. A-level English students benefit from the help given by the personal tutors, particularly in the completion of their UCAS forms.
- Teachers integrate mathematics skills in English lessons very skilfully. Eye-catching posters in classrooms promote very well the message of 'Maths Matters' and encourage teachers to promote mathematics in the context of the subject. For example, in an A-level literature lesson, the teacher presented the changing elements in tension of the plot as a graph.
- Students benefit particularly from the wide variety of enrichment activities available to them, which help them develop a broad range of transferable skills. For example, students have benefited from taking part in a Gambian charity project, learning Mandarin and learning first aid.
- Students behave well and feel very safe in college. They appreciate the inclusive and welcoming atmosphere in lessons, where everyone feels equally valued. Students value the promotion of a culture of respect in college and learn from the focus on equality issues as part of their induction programme. However, teachers do not routinely explore or develop themes relating to equality and diversity in lessons even when the opportunities naturally arise.

Visual arts

16-19 study programmes

19+ Learning programmes

Outstanding

- Teaching, learning and assessment in visual arts are outstanding, leading to excellent outcomes for the large majority of students who make particularly good progress relative to their starting points.
- Lessons are stimulating, lively and interesting. Teachers actively encourage students to experiment with a broad range of different media, materials and tools, which helps develop their skills and understanding well. For example, in one lesson students expertly produced portraits in the style of Matisse as a result of being encouraged to experiment with expressionism and oil pastels.
- Teachers use their extensive knowledge, practical skills and experience extremely effectively to engage and inspire students and to encourage an experimental approach to learning. For example, one tutor demonstrated practical drawing techniques to create an illusion of movement and speed in line drawing, which enabled students to make immediate and significant improvements in their own drawing skills.
- Teachers plan exciting lessons that students enjoy and help them to learn new concepts quickly. Students have a strong work ethic. They also have a thorough understanding of their responsibility to undertake research and use it to develop their thinking and stimulate their creativity. They work hard to achieve the aspirational targets that they negotiate with their teachers.
- Teachers' support for individual students is excellent. Students confidently seek guidance to overcome possible barriers to completing their qualifications. They take prompt action to support students and help them resolve any personal or financial difficulties that may impede their progress.

- Teachers and support staff make excellent use of resources, particularly the support and expertise of technicians. In one lesson, a technician skilfully demonstrated techniques for glazing pottery, enabling students to observe, experiment and develop their own skills. Students make excellent use of visits to museums and galleries to inform their studies. However, in a small minority of lessons, students have insufficient workspace which restricts slightly their ability to spread out and work freely.
- Teachers use a broad range of assessment techniques very effectively, including asking probing and thoughtful questions to check understanding accurately. Teachers maintain detailed central electronic records of students' progress. This enables all staff, including part-time teachers, to have good access to detailed information about the progress of individual students. Assessment records are clear; they include detailed guidance, analyses and reviews. As a result, students make good and speedy progress.
- Teachers encourage students to develop their English and mathematics skills very well in lessons. Teachers carefully note any specialist vocabulary and spellings essential to each subject on customised whiteboards in classrooms. Students receive excellent feedback on written work, which identifies any spelling or grammar errors. This helps them develop their literacy skills in preparation for higher education or employment.
- Students receive very good advice and guidance from their teachers and specialist advisers to enable them to choose appropriate progression routes into further or higher education, or into employment. Staff and former students give particularly valuable advice on bursaries, equipment and living costs. A high proportion of students progress to further or higher level study in visual arts.
- Students fully understand the health and safety procedures in workshops and have received suitable briefings on how to use equipment safely. Students are respectful towards each other and their tutors and know how to complain if treated unfairly. Teachers actively raise students' awareness of a wide range of equality and diversity themes through the various activities undertaken by students in lessons.

Independent living and leisure skills

16-19 study programmes
19+ Learning programmes

Outstanding

- Teaching, learning and assessment in independent living and leisure skills are outstanding and lead to excellent outcomes for students. Teachers and support staff have very high expectations of students and create a lively learning environment in which students are fully engaged, enthusiastic and ambitious to progress.
- Students receive excellent, well-informed care and support, which help foster a strong sense of confidence and independence. Teachers and support staff work very effectively to help students manage their own behaviour. Group and individual tutorials help ensure that students stay in learning, stay safe and succeed.
- Planning for each student on the study programme is outstanding. Teachers design highly effective individual programmes for each student to fit their interests and meet their developmental needs, enabling each student to achieve their full potential.
- Teachers skilfully create well-structured learning opportunities using high quality resources, particularly in creative and practical lessons. Teachers use excellent strategies to develop students' communication and social skills. They have a very good understanding of when to nurture and encourage students and when to challenge and stretch them.
- The assessment of students' starting points is excellent. Students have helpful initial interviews with specialist staff. They expertly use their significant insights into a very wide range of learning difficulties, mental health problems and socially challenging behaviour. Staff develop

highly effective support strategies which help even the most resistant or anxious students to engage and progress.

- Teachers monitor and assess students' progress very effectively. They provide positive and encouraging verbal feedback in lessons and tutorials. Students and their parents or carers receive regular, detailed written progress reports and attend valuable individual progress planning meetings to report on each student's progress.
- Teachers integrate functional English, mathematics and information technology (IT) well into the majority of lessons. However, in a small minority of lessons, they do not focus sufficiently on developing and practising with students their literacy skills such as spelling, grammar and punctuation. Students take part in regular mathematics and English lessons and develop their skills and prepare themselves for functional skills examinations.
- As a result of participating on the foundation study programme students have an excellent range of experiences and develop their skills well. They have access to a broad range of vocational courses and enrichment activities, and frequent opportunities to develop wider social and interpersonal skills.
- The study programmes prepare the students well for employment and their next steps by developing their communication, cooperation and teamwork skills. They regularly engage in work-related learning and a range of valuable voluntary placements. A significant proportion of more able students have part-time jobs or work in family businesses. Teachers arrange valuable work placements in college for those unable to work outside.
- Teachers' promotion of equality and diversity is good. Teachers and support staff actively model and promote an atmosphere of mutual respect, which students readily adopt. They clearly express their expectations of behaviour appropriate to college life. Students understand issues and barriers caused by prejudice about for example gender, ethnicity, sexual orientation and disability. Specialist training on internet safety is excellent. Teachers actively encourage students to be aware of good health and safety practices.

The effectiveness of leadership and management

Outstanding

- Leadership and management are outstanding. Senior managers have established a very ambitious vision and strategic priorities that are successfully raising aspirations and supporting all students to achieve their potential. Managers at every level are committed to raising standards through continuous improvement, with clear and realistic strategies for the planning and delivery of high quality learning programmes and support services.
- Senior managers' close and frequent monitoring of quality and performance is exceptionally rigorous. They use data expertly to evaluate the college's progress towards meeting its demanding targets. All staff are strongly committed to sustaining improvements and highly motivated in their ambitions for all students.
- Governors have an excellent understanding of the work of the college. They promote the strong student-centred ethos in the college and support the high aspirations of all staff for outstanding student achievement. Governors actively contribute to the development of the college's strategic plan and provide valuable and carefully considered support and challenge for managers in improving quality and performance. Governors hold senior managers to account very effectively and ensure that the college maintains its capacity to serve the community well.
- The strategies to maintain and improve the quality of teaching, learning and assessment are very effective. Performance management is very thorough and ensures all staff are clear about their personal goals and their role in contributing to the college's development and priorities.
- The college's lesson observation process is rigorous and clearly identifies priorities for improving teaching, learning and assessment. Teachers receive constructive feedback. The wide range of individual support, mentoring and frequent developmental opportunities enable them to become more effective teachers. They make very good use of the opportunities to share good practice in improving their craft.

- The self-assessment process is particularly thorough and helps the college achieve high standards. From course level upwards, all staff contribute actively and effectively to reviewing and planning for improvement. Managers' use and analysis of data to bring about improvements through self-assessment are excellent. For example, managers organise the quality improvement plan into concise themes and set and monitor clear targets at course level rigorously.
- Senior managers have ensured that the curriculum meets the needs of the local community well through a wide and balanced curriculum. Students and potential students have access to a particularly broad range of courses to meet their needs and interests and maximise their opportunities for progression. The study programmes provide sufficient flexibility to meet the needs of individual students.
- The number of apprenticeships has significantly increased in recent years. The work with employers involved in the apprenticeship programme, who are largely from small or medium enterprises, is very successful. Arrangements to oversee and quality assure the work of the small number of subcontractors are excellent and enable students to have access to high quality training which would otherwise not be available to them. This includes the highly effective skills training for unemployed students.
- The college is very responsive to local needs and the regional economic priorities. For example, representatives from the college are working closely with the local enterprise partnership to provide training for a major construction project in the region. Managers maintain close and constructive links with local schools. Leaders liaise closely with local public transport providers to maximise accessibility to the college for students from across the county.
- Leaders and senior managers have ensured that students have very good opportunities and support to develop their English, mathematics, functional skills and wider employability skills. The importance of students developing these skills is a strong feature of the college, not only in teaching and learning but also through poster displays and on whiteboards in classrooms.
- The ethos throughout the college is one of mutual respect between staff and students. Senior managers ensure that equality and diversity are an integral part of the college's strategic plan and form a significant component to the culture of the organisation. Arrangements to ensure that all students can fully participate in learning are excellent. Students and staff receive effective training in equality and diversity during their induction, as well as on other themes such as mental health awareness. The college's 'zero tolerance' policy on bullying and harassment is highly effective. Students' behaviour around the college is excellent.
- The college's safeguarding of students is good. The college meets its statutory requirements for safeguarding students and students feel safe. Managers have put appropriate safeguarding arrangements in place and review them regularly. The college follows best practice in relation to safer recruitment. Comprehensive policies and procedures are in place to promote health and safety at the college, as well as with employers and subcontractors.
- Senior managers and staff promote e-safety well and take steps to protect students from radicalisation by raising awareness of the issues amongst students. Designated safeguarding staff receive suitable training. Senior safeguarding staff have close links with the local safeguarding board. All staff and governors receive training in safeguarding; however, their update training is not sufficiently frequent.
- The college is undertaking highly effective work to help those students most at risk of not taking part in education, employment or training, and foundation students with high levels of support needs. Senior managers have been very responsive in working with the local authority in catering for the needs of these young people. For example, the college has also received support from the local authority in developing a 'pop-up' shop in which visual arts students can sell their work and gain experience.

Record of Main Findings (RMF)

Strode College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Visual arts	1
English	1
Independent living and leisure skills	1

Provider details

Type of provider	General further education college							
Age range of students	16+							
Approximate number of all students over the previous full contract year	3908							
Principal/CEO	James Staniforth							
Date of previous inspection	October 2008							
Website address	www.strode-college.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 students (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	35	-	182	8	1315	45	1	3
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	119	55	50	14	-	2		
Number of traineeships	16-19		19+		Total			
	-		188		188			
Number of students aged 14-16	6							
Full-time	2							
Part-time	4							
Number of community learners	132							
Number of employability learners	-							
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"> ■ 1610 Ltd. ■ JTJ ■ Skanska UK PLC ■ Train 4 All Ltd. ■ Unisex 							

Contextual information

Strode College is a tertiary college located in Street, Somerset, serving the education and training needs of the Mendip area which covers some 285 square miles. Around 107,000 people live in the region, which consists of a number of small towns and dispersed rural areas. Many students travel significant distances by public transport to attend the college. The college is the main sixth form provider for the region, with the significant majority of students, aged 16 to 18, predominantly studying at advanced level. It also provides adult education and training for businesses and the unemployed in the region. Due to changes in funding, and increased competition from local schools setting up new sixth forms, the overall college roll has declined slightly over the past few years. The number of students undertaking apprenticeships has risen over the same period.

Information about this inspection

Lead inspector	Peter Nelson HMI
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Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Vice Principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews and online questionnaires to gather the views of students 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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