

# Worthing College

## General further education college

<b>Inspection dates</b>		7–10 October 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement - 3</b>
	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:

- on A-level and AS-level courses, not enough students make the progress of which they are capable, and on AS-level courses too few students complete the course successfully
- not enough students achieve their GCSE and functional skills qualifications in English and mathematics
- teachers do not plan learning with a strong enough focus on the skills and knowledge students need to acquire to make good progress
- activities during too many lessons lack challenge and students do not make as much progress as they should; teachers do not take sufficient account of the needs of different students when planning learning
- managers do not focus sufficiently on students' learning and progress to make accurate judgements about the quality of teaching, learning and assessment and bring about faster improvements.

#### This provider has the following strengths:

- governors and senior leaders have very successfully managed the college's move to an excellent new campus
- the numbers of students who successfully complete vocational courses is high and these students make good progress relative to their prior attainment
- students develop very good personal and social skills through their participation in a wide range of community, charity and sporting events
- teaching, learning and assessment in sport and public services are outstanding and result in excellent student achievements
- managers work successfully with schools, employers, local authorities and the Local Enterprise Partnership to develop a curriculum that is well matched to the needs of students and employers.

## Full report

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

- Improve teaching, learning and assessment further by ensuring that the college's improvement strategy, and its staff development programme, focus on developing the skills teachers have, and the strategies they use, to improve the progress that students make in lessons and over time.
- Teachers should ensure that students develop the skills and knowledge required to make excellent progress relative to their starting points by:
  - planning learning with close consideration for the needs of different students, and through activities that meet these needs
  - designing activities in lessons that link closely with precise learning objectives, so that students are able to identify the progress they have made in acquiring new skills and knowledge.
- In the evaluation of the college's provision, and in the observations of teaching, learning and assessment, managers should ensure that they measure and evaluate the progress that learners make, including particularly their development of skills in English and mathematics. They should use this information to drive improvement actions that focus on strategies to help students make more rapid and sustained progress, and to raise achievement rates on English and mathematics qualifications.

### Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> <li>▪ The large majority of students at Worthing College are aged 16 to 18 and most are on level 3 study programmes. Of these, around two thirds study A- and AS-level subjects, with the remainder completing vocational courses. Over half of the students combine AS- and A-level subjects with vocational study or with GCSEs, particularly in English and mathematics. A small minority of students enrol on level 2 study programmes. There is a small, but increasing, number of apprentices.</li> <li>▪ Outcomes for learners require improvement because too few AS- and A-level students make the progress expected of them relative to their prior attainment. On AS-level courses, too few students complete their courses successfully. Not enough students achieve functional skills qualifications in English and mathematics. The proportion of students who successfully complete GCSEs with A* to C grades is low. Although the pass rate for students on A-level courses is high, too few make the progress of which they are capable.</li> <li>▪ The number of students on vocational courses successfully completing qualifications has risen and is high. This is especially the case in sport and public services where student achievement and the attainment of high grades are outstanding.</li> <li>▪ Managers monitor the performance of different groups of students well and their actions to narrow gaps in performance are mostly successful. Male students achieve slightly below the rate for females, but the position has improved in the past year. There are no significant gaps in the performance of students from different ethnic or cultural backgrounds. The success rate for students who receive additional help with their studies is slightly below that of their peers, particularly for those studying at level 2.</li> <li>▪ The standard of students' work is good on many courses and managers have developed a culture that celebrates success. Students take pride in their work and in their achievements, and events such as theatre performances and art exhibitions are very successful in showcasing students' talents. Teachers make effective use of competitions to motivate students. For example, science students participate in a competition managed by a local university.</li> </ul>	

- A large number of students make a positive contribution to the local community through a wide range of projects. For example, media students participate in a project to record the stories of local ex-service personnel. Students also develop their social and personal skills well through participating in a range of cross-college activities and many students take part in a very successful sports programme.
- Managers have implemented most of the requirements of the study programme and an increasing number of students enrol on GCSE courses in English and mathematics, although their achievements are still too low. Most students on vocational courses have good work placements. For the minority of A-level students who do not go to university, although the range of activities to prepare them for employment is good, staff have not integrated these fully into all students' programme of study and this is an area for improvement.
- Managers have formed very good links with other local education providers and the local authority and they play a positive role in bringing young people who are not in education, employment or training back into learning. The proportion of these students who go on to further training or into employment is high.
- The proportion of students who progress from the first year of level 3 courses to the second year is high, and most level 3 students go on to higher education or into employment. The proportion who progress from level 2 to level 3 has risen, but requires further improvement.

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

Requires improvement

- Teaching, learning and assessment require improvement and consequently not enough students make the progress of which they are capable. Since the previous inspection, managers and teachers have implemented a coherent strategy to bring about improvements and this is starting to have a positive impact, especially on vocational courses. Teachers are knowledgeable and care about their students' learning. They build productive and professional working relationships with students, who arrive at lessons on time, prepared for study and are well behaved. Students are respectful to one another and to their teachers.
- Managers' strategy for improving teaching, learning and assessment encourages teachers to devise tasks and activities that will motivate students. Across the curriculum, the strategy is beginning to show positive impact, but activities during too many lessons still lack challenge. Such lessons are often poorly paced and are either too fast for students to reflect on information learned, or too slow, leaving them doing too little to sustain their interest and make further progress.
- Teachers have started to implement managers' strategy for increasing the use and effectiveness of questions during lessons. Teachers are not yet sufficiently skilled at making effective use of questions to probe students' knowledge, promote good progress, or develop students' understanding and thinking skills. Too few students at level 3 are adept at taking notes, or at contributing to group and whole class discussions.
- Teachers are not yet sufficiently skilled at planning learning that meets all students' needs, and students do not make as much progress as they should, particularly on A- and AS-level courses. The learning objectives that teachers set are not always clear, so it is difficult for teachers and students to monitor progress in lessons or their learning over time. Too often teachers express objectives for lessons as tasks that students will complete, without focusing adequately on what students will learn.
- A wide range of activities takes place out of class, with many students taking part in good further learning such as work experience, volunteering or community projects. Managers currently do not evaluate the impact of students' participation in extra activities to help them identify more clearly the contribution this makes to students' progress and attainment.
- Teachers prepare good guidance and resources for students to develop their independent study skills. In media, visual and performing arts courses, students make good use of social media and internet resources to support their learning. Many students make good use of the college's

virtual learning environment (VLE) to continue learning after lessons. Staff monitor students' independent study carefully to ensure that they complete the tasks expected of them, but teachers do not always tell students how well they have done in their independent learning.

- Teachers mark students' work accurately, against clear criteria. Most give detailed feedback and good guidance on how students might improve. In reviews with their assessors, apprentices receive similarly good feedback on their learning.
- The majority of students develop good mathematical skills to a standard that is required to achieve their academic or vocational qualifications. For example, physics students can use vectors and appropriate equations and apply these to their learning. Teachers do not always extend students' mathematical skills further with reference to their application in employment scenarios.
- Students mostly use English skills well in academic and vocational subjects and present their written work accurately. Students listen attentively in lessons, but teachers do not manage group discussions well enough to ensure that all students are able to develop the points made by others.
- Teachers' promotion of equality and diversity is good. In many of their lessons, teachers prepare activities or make use of resources that challenge students' perceptions and develop their understanding.
- Tutors are highly responsive to students' support needs. Tutors and teachers make good use of systems for reporting concerns about students' performance. Teachers give good guidance to help students who are struggling. Tutors provide effective support to help improve students' attendance or punctuality, or help overcome barriers to learning. Tutors give students well planned help with their applications for higher education. Students have access to good guidance to prepare them for employment, but tutors do not do enough to ensure that students take advantage of the services available.
- Staff are effective at ensuring that students are placed on appropriate courses for their needs and aspirations. Teachers use a range of activities to identify students' additional learning or support needs. The college provides suitable staff to support those needs and this enables most students receiving extra help to achieve their qualifications.

## **Sport and public services**

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

Outstanding

- Teaching, learning and assessment are outstanding, as reflected in students' success rates which are extremely high on all courses in sport and public services. Teachers work exceptionally well to motivate students to reach their full potential. The large majority of students make excellent progress, produce work of a very high standard, and exceed the grades expected of them.
- Teachers plan lessons expertly to take account of the differing needs of individuals. They challenge students to provide reasoned answers to questions and extend students' learning further through very skilful use of questioning techniques. Teachers make highly effective use of video clips of sporting performances to develop students' knowledge and understanding of the analysis of technical and tactical skills in sport for disabled and able-bodied players. Students explain in detail how they use analysis techniques to evaluate and improve their own performance.
- Teachers integrate technologies within lessons very imaginatively. For example, students evaluate their own coaching sessions, which they record and replay on tablet computers, to inform planning for their next coaching activity. Students review their own progress reports on the VLE, which allows them to take responsibility for their own learning and supports their

excellent progress. Teachers make outstanding use of social media to provide support to students outside the classroom.

- Students develop exceptional work-related and inter-personal skills by participating in a wide range of extra activities. Most students complete work experience with an employer, and those that do not participate in a range of voluntary activities that give them good skills for employment. Consequently, students are successful at gaining jobs or apprenticeships.
- All sport and public services students take part in excellent voluntary projects through which they make an impressive commitment to the local community and gain a very well developed awareness of the wider society. They also gain valuable skills to prepare them for future jobs. For example, sport students are involved in a local schools Olympic Games Legacy project, and public services students are developing a memorial garden for service personnel.
- Teachers integrate equality and diversity themes particularly well into learning activities. For example, students learn how to adapt coaching sessions to meet the needs of children with mental or physical disabilities who require additional support to help their movements.
- Teachers plan assessments exceptionally well and create high quality assignment briefs. They use a wide variety of assessment methods that motivate students to attain high grades. Most teachers provide thorough and constructive verbal and written feedback to students that help them to understand how to make further progress and enable them to achieve high grades. A small number of teachers do not provide sufficiently comprehensive written feedback to help students make as much progress as they could.
- Staff provide very effective additional support for students needing extra help to achieve their goals, and these students overcome barriers to learning very successfully. Most of these students achieve higher grades than those predicted from their prior attainment.
- Teachers very successfully incorporate English and mathematics into learning activities to give students valuable skills to prepare them to go in to jobs, apprenticeships, or university. Students apply mathematical skills well to a range of situations, including managing budgets. Students present written work of a very high standard, with accurate use of subject specific terminology.

## Performing arts and visual arts

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

Good

- Teaching, learning and assessment are good and this is reflected in the high proportion of students who successfully complete qualifications. Students' achievement of high grades is good on most courses, but requires improvement on A- and AS-level photography and AS-level dance. Students make the progress expected of them, attend well and arrive on time and ready to learn. Current students make good progress in lessons.
- The standard of students' work is good overall and excellent in a few areas. For example, students on textiles courses lay out their sketchbooks with thorough research backed up with thoughtful annotation. In fine art, students explore visual language very successfully using experimental and observational approaches creatively. Dance students perfect moves quickly through expert teacher guidance, and musical theatre students explored their 'Bugsy Malone' characters in great depth. Teachers deliver excellent skills workshops in all art and design subjects through which students rapidly develop the necessary underpinning skills.
- Teachers develop students' broader skills required for further study or employment well. For example, students gain insights into creative industry careers and opportunities through an artist-in-residence scheme, and are inspired by visiting artists, designers and performers. Teachers plan a wide range of educational visits that enrich students' ideas and techniques and enhance their studies.
- In much teaching, staff have high expectations and, as a result, students succeed well. Teachers use comprehensive and detailed schemes of work to plan effective learning. In a few lessons,

learning objectives do not focus sufficiently on what students will learn and, as a result, students do not make enough progress. In art and design, teachers provide good starter packs that enable students to grasp quickly the essence of the subject and what they must learn in order to achieve.

- Not all teachers plan work to match the varied abilities of their students. The work in these lessons is too easy for some, with more able students insufficiently challenged. More skilful teachers adjust lessons to meet all students' needs, for example by carefully organising students into groups or setting extension tasks for those that finish work quickly so that they can make more progress.
- Students use the VLE frequently to extend learning outside the classroom, for example by referring to teachers' presentations and using website address lists. Photography students use social media well to share ideas on the layout of imagery and so learn from each other. In performing arts, students produce excellent blogs to define characters, integrate images and reflect on lessons. Teachers then provide good feedback that helps students extend their learning.
- At the start of the year, teachers plan projects that are effective in enabling students to settle in quickly and give them early guidance on the standards of their work. Teachers provide good support in lessons and during one-to-one tutorials.
- Teachers provide good feedback to students on the standard of their work and this is effective in helping students to understand the progress they make and the further improvements required. Teachers provide good independent study packs which specify what tasks and progress students must achieve outside lessons. Students use these very well to develop their independent learning skills.
- Students develop good written and verbal skills and teachers use effective strategies to ensure students make correct use of subject specific terminology and develop their critical thinking skills. Where required, students use mathematical skills well, such as in successfully laying out and cutting patterns in textiles.
- Staff assess students well at the start of the year to place them on the most appropriate course and at the right level. The proportion of students who go on to further study is high. For those students not applying to higher education, teachers do not give enough guidance regarding work experience and other activities to prepare them for jobs.
- Teachers integrate the promotion of equality and diversity themes well in performing arts. Students explore social integration and racial inequality themes in dance and musical theatre. In art and design, students explore different artists' and designers' work, so expanding their wider cultural horizons.

## Social sciences

### 16-19 study programmes

### 19+ Learning programmes

Requires improvement

- Teachers and managers have made reasonable progress in rectifying the weaknesses identified at the previous inspection, and success rates have risen in sociology and economics. However, in AS-level provision, not enough students achieve their qualifications, and too few students achieve high grades or progress from AS-level to A-level courses. In sociology, psychology and economics, students make the progress expected of them. Students' outcomes and progress on geography and government and politics courses, which make up a small minority of enrolments, are inadequate.
- Since the previous inspection, managers and teachers have improved the quality of provision through the introduction of appropriate teaching, learning and assessment strategies, and significant staffing changes. Teachers have improved their planning of courses and do this effectively. Their schemes of work are detailed and, in most cases, they identify clear learning



objectives, signposted to students at the start of, and during, lessons. However, the implementation and impact of these changes are uneven, with students in geography and government and politics not benefiting as much as those in other subjects.

- Teachers do not plan lessons that provide a sufficient challenge to all students and do not ensure that students grasp the more challenging and theoretical elements of their subjects. In too many lessons, teachers' questions focus on rudimentary subject and general knowledge rather than higher order application and evaluation skills. In geography and in government and politics, teachers do not use strategies well enough to ensure all students apply themselves to questions posed, and only a few students provide answers.
- In many lessons, student progress is slow, with too much time devoted to activities that have insufficient impact on learning. Teachers do not plan activities to match different students' skills and knowledge. In lessons, most students do the same tasks at the same time and teachers do not give the more able students tasks to help them make faster progress. In psychology and economics, students make good progress, for example in deepening their understanding of the selection and interpretation of statistical tests, and the interaction of supply and demand.
- Teachers pay good attention to students' development as mature, tolerant learners, and they integrate the promotion of equality and diversity well into lessons. In psychology, teachers present a series of lectures at the start of a topic that provide an effective grounding in the subject which students then explore in more depth during lessons.
- In most cases, teachers plan independent learning carefully and organise tasks into well-presented independent study packs. Students complete these each week, through which they consolidate and extend their learning, and prepare for subsequent learning. Students make good use of the detailed resources on the VLE, and AS-level students make effective use of timetabled independent study sessions. While teachers have integrated the use of independent study packs thoroughly on most courses, implementation is uneven and not all learners benefit fully from them.
- Teachers' assessment of students' work ensures that students know how well they are doing and what they need to do to improve. Teachers mark work promptly and their detailed annotations and focused summary comments form a good basis for students' reflection and target setting for subsequent work. Staff undertake accurate assessments of students' prior knowledge and skills at the start of their course. They quickly identify those who need extra help with their studies and provide effective support for these students.
- Teachers support students well in developing their ability to write essays with a suitable structure, accuracy and purpose. In psychology, teachers build on students' individual feedback by getting them to re-write paragraphs from exemplar material. However, in a few cases, the level of teachers' scrutiny of, and commentary on, students' written work is insufficient, and teachers miss opportunities to focus students on how to improve their writing skills. Students make good use of mathematical skills, for example in analysing crime statistics in sociology, and in applying statistical techniques in psychology.

## English

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

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in the progress students make. The proportion of students who gain high grades on A-level courses is high, but for those on AS-level courses it is low. Students on A- and AS-level English language courses do not make the progress expected of them given their prior attainment. Too few students achieve A\* to C grades in GCSE English, and not enough students achieve their functional skills qualifications.
- Teachers plan the courses well in detailed schemes of work, but when planning lessons they often fail to take into consideration the various starting points and abilities of students. They do

not adapt the planned learning objectives or activities well enough to meet individual students' needs. As a consequence, not enough students make the progress of which they are capable.

- Teachers' skills at using a suitable range of strategies within lessons require improvement, as tasks set are not sufficiently challenging for all students. Teachers do not always manage the pace of lessons well enough, they take too long over activities, and students lose momentum and interest in their learning. Students often produce good standards of work in class, for example when writing responses on mini-whiteboards. However, teachers do not build on this work well enough for students to make progress beyond their initial responses.
- When teachers set learning that is more challenging, students respond well by completing additional tasks which extend their learning. For example, in A-level English literature, teachers successfully encourage students to reflect on, and improve, their responses to questions.
- On too many occasions, teachers' questioning is limited to a dialogue with an individual student, so other students in the class lose interest and concentration. Teachers do not probe deeply enough in their questioning to help students to learn and improve. They are often too eager to develop students' answers themselves rather than opening these opportunities out to the whole class.
- Teachers build good relationships with students and provide effective levels of support to help them learn outside the classroom, which students value highly. Students make good use of the VLE and independent study packs that develop their ability to learn independently. Tutors work closely with the teaching staff to monitor carefully students' attendance and progress. They intervene promptly and effectively when concerns are raised about students. Students' attendance and punctuality in lessons are good. Students behave well in lessons and are respectful to each other.
- Teachers often do not plan a stage at the end of lessons for checking and reflecting on what students have learnt, and the consolidation of learning requires improvement. In a few instances teachers make skilful use of strategies which deepen knowledge and understanding for the whole class. In these sessions, students learn effectively from working in pairs and groups which help them reinforce their learning. For example, in an AS-level class, groups of students critically evaluated each other's interpretations of characters to develop their understanding of a play.
- Teachers carefully evaluate students' skills in English at the start of the course. For students taking GCSE or functional skills courses as part of their study programme, teachers use the information from early assessments well to ensure they place students on the most appropriate course and level of study.
- Teachers use verbal feedback effectively to help students improve. For example, in a GCSE English lesson, students made good progress following brief one-to-one discussions with the teacher. In an A-level English literature lesson, a teacher skilfully used praise to celebrate insightful answers and comments from students. Teachers' feedback to students on their written work requires further development because it does not provide enough detail for students to know how to make improvements.
- Students develop their learning and understanding through the effective promotion and integration of equality and diversity themes in lessons. For example, A-level students explore in detail the theme of mental health in literature, and GCSE students further their understanding of social prejudice through a debate on sportsmen and women declaring their sexuality.

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

Requires improvement

- Since the previous inspection, leaders and managers have implemented a strategy to raise standards of teaching, learning and assessment, and students' achievements. They have not yet been fully successful and consequently, on too many courses, too few students make the progress of which they are capable.
- Managers are over generous in their assessment of aspects of teaching, learning and assessment. They do not give sufficient consideration to the impact of areas for improvement in



their judgement on the quality of provision. Planned actions for improvement focus well on the weaknesses identified, but managers are not yet successful enough in bringing about rapid change.

- In the performance management of staff, managers have been successful in eradicating inadequate teaching. Leaders have not yet been successful in ensuring that all managers use the appraisal scheme well enough to ensure that more teaching, learning and assessment is good or better.
- Managers link their observations of lessons closely to staff appraisal and staff development. However, lesson observers do not adequately evaluate either the extent to which learning has taken place, or the extent of students' progress in mathematics and English.
- The governors and senior leadership team have very successfully overseen the college's move to an excellent new campus and student enrolments have increased. Governors and managers have high expectations of themselves, their staff and students.
- Governors are well informed, astute and provide good challenge to managers. They have a comprehensive knowledge of students' outcomes on individual courses and of the reasons for weak performance over the past year. They know what managers are doing to improve teaching, learning and assessment and are aware of the impact of actions taken, such as the focus on more aspirational targets for students. They receive good reports from managers, enabling them to monitor progress in raising standards.
- Managers have adapted the range of vocational and academic courses on offer well to meet students' needs and the requirements of study programmes. This includes a very good range of AS-level and A-level subjects and a relevant range of vocational courses. Managers are successfully developing the apprenticeships on offer and these are well matched to learners' and employers' needs.
- Managers have implemented most of the requirements of study programmes well, and students on vocational courses undertake work experience or participate in a good variety of employment-related activities. Appropriate English and mathematics components and levels of study are included in study programmes and, in the current year, an increasing number of students are directed to study GCSEs. Managers have yet to ensure that A- and AS-level students who do not go to higher education have a more structured programme to help them into employment.
- Managers work well with local schools, universities and other partners, including employers, the local council and the Local Enterprise Partnership. They consult well with their partners to design a relevant curriculum, which has resulted in the introduction of apprenticeships in business and administration, information technology, sport and supporting teaching and learning in schools. Managers use their links with schools effectively to facilitate students' smooth transition into the college.
- The college is inclusive, the promotion of equality and diversity is good and students enjoy being at Worthing College. Members of the equality and diversity group coordinate activities well, maintain a good overview of how different groups of students perform, and manage an action plan for continual improvement well. Staff and students receive good training with regard to safeguarding and an awareness of equality and diversity themes. Students participate in many events which develop their appreciation of social diversity, such as Black History Month and World Mental Health Day.
- Safeguarding is good. The college provides a safe and welcoming environment. Managers keep accurate records regarding safeguarding, and staff training is comprehensive and up to date. Managers make good use of contacts with local agencies to maintain students' safety. For example, they work with the police to promote the safety of students who cycle to college, and to train staff and students on how to respond to ideological challenges and prevent people from being drawn into extremism. Students have a good awareness of how to make safe use of the internet and social media. Staff at the excellent health and well-being centre provide good medical and counselling support. Managers have responded quickly and effectively to the few incidents that have required action.

## Record of Main Findings (RMF)

### Worthing College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Sport</b>	<b>1</b>
<b>Public services</b>	<b>1</b>
<b>Performing arts</b>	<b>2</b>
<b>Visual arts</b>	<b>2</b>
<b>Social sciences</b>	<b>3</b>
<b>English</b>	<b>3</b>

Type of provider	General further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	1,740							
Principal/CEO	Mr P Corrigan							
Date of previous inspection	April 2013							
Website address	<a href="http://www.worthing.ac.uk">www.worthing.ac.uk</a>							
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+
	14	11	147	8	1461	50	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18		19+	
	21	3	22	6	-		-	
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	1							
Part-time	N/A							
Number of community learners	N/A							
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:	None							

## Contextual information

Worthing College is a designated general further education college in Worthing, West Sussex, but has many of the characteristics of a sixth form college. Worthing has another general further education college and five 11 to 16 schools, from which Worthing College recruits most of its students. The proportion of pupils in Worthing schools attaining five GCSEs at grades A\* to C, including English and mathematics, is below the regional and national rates. The unemployment rate in Worthing is similar to the rate for the rest of south east England and below the rate nationally. The proportion of students from minority ethnic backgrounds is 16% compared to 11% in the local population.

## Information about this inspection

### Lead inspector

Rieks Drijver HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Assistant Principal Teaching and Learning 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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