

# Walford and North Shropshire College

## General further education college

<b>Inspection dates</b>		<b>14 – 17 October 2014</b>
<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:

- not enough learners make sufficient progress in lessons; a key reason for this is that teachers do not have sufficiently high expectations of their learners
- too few apprentices complete their programme successfully. Those who do often take longer than expected
- too few learners gain GCSE grades A\* to C in English and mathematics
- in English and mathematics lessons, teachers do not adapt work well enough to meet the needs of individual learners and in other subject lessons, teachers do not develop learners' English and mathematics skills sufficiently
- managers do not consistently implement and monitor quality improvement processes at subject area level. As a result, the quality of teaching, learning and assessment in some subject areas is not improving quickly enough
- teachers and subject managers are insufficiently self-critical in their self-assessments and as a result, self-assessment does not lead to improvement of the provision.

### This provider has the following strengths:

- the caring and supportive approach of teachers helps learners develop confidence, self-esteem and interpersonal skills
- an effective work experience programme supports most learners to prepare well for future employment
- resources are good and support learning well
- managers and staff plan the curriculum well to meet local and national employment needs.

## Full report

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

- Raise all teachers' expectations of how much learners can achieve and accelerate the pace of lessons, so that teachers make better use of their time.
- Establish clear processes for sharing the good practice that is evident in higher-performing subjects. Monitor closely the performance of all subject areas and intervene at an early stage to tackle underperformance.
- Develop teaching approaches to ensure that work in mathematics and English lessons meets the needs of learners of different abilities, so that a greater proportion make good progress and achieve their qualifications.
- Develop the skills of all teachers, so that they incorporate successfully the development of mathematics and English skills within their lessons.
- Ensure that managers at all levels focus sharply on actions that lead to consistently high-quality experiences for learners. Monitor closely the progress of learners in all subjects and support managers in subject areas to intervene quickly and effectively to improve quality.
- Increase the understanding all teachers and managers have of performance and accountability measures. Use this improved understanding to develop self-critical self-assessments and robust quality improvement plans, in order to drive up the quality of provision more rapidly.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- The college has around 1,500 learners. About two thirds of these are aged 16 to 18, the vast majority of whom are following study programmes. Around a third of adult learners are undertaking apprenticeship programmes, with the remainder taking classroom-based courses. Of the areas inspected, science and mathematics accounts for around 20% of the learners, agriculture 40%, sport, leisure and recreation 30%, and independent living and leisure skills 10%.
- Overall, the proportion of learners who successfully complete classroom-based programmes has increased year-on-year and is comparable with similar colleges nationally.
- Most learners following vocational courses make the expected level of progress given their starting points. In a small minority of subjects, especially those in animal management, they make better than expected progress. However, in a few subjects, learners' progress is too slow.
- Too few AS-level learners gain their qualifications or progress to A-level programmes. Overall, AS-level learners make less progress than might reasonably be expected given their starting points. At A level, learners make the expected level of progress and most gain their qualifications.
- The proportion of apprentices who successfully complete their framework is low and, in some subjects, very low. The majority take longer than expected to finish.
- The large majority of learners are successful in functional skills qualifications at appropriate levels. However, attendance at GCSE mathematics and English lessons is low and too few learners gain A\* to C grades in these subjects.
- Learners do not make sufficient progress in the development of vocationally relevant mathematics skills because teachers do not routinely incorporate the development of these skills

within lessons. Teachers provide better support for the development of English skills, but this is still not enough to help all learners make rapid progress.

- Few gaps exist in the achievements of different groups of learners. The proportion of adults successfully completing classroom-based qualifications is still lower than for those aged 16 to 18. However, it has increased and is now similar to comparable colleges.
- Managers have taken effective action to improve the experience of learners with disabilities or learning difficulties. For example, they have trained teachers to support more effectively those with Asperger syndrome, and this has led to improvements in outcomes for these learners. However, the proportion of adults with dyslexia who successfully complete classroom-based courses has remained low for a number of years, and managers have taken insufficient action to resolve this issue.
- Teachers and assessors support learners well to develop a range of skills to help them secure and sustain employment. They develop well, in most subject areas, the skills of group working, problem solving and leadership.
- A very large majority of learners progress into further study or employment. An increasing number of vocational learners at level 3 progress to higher education. Most learners following study programmes at level 1 and 2 progress to higher-level courses within further education.

### The quality of teaching, learning and assessment

Requires improvement

- Learners in most subject areas make progress that is broadly in line with expectations. However, too few teachers have high enough expectations of their learners in terms of the standard and volume of work and, consequently, there remain a few subject areas in which learners make too little progress. Too few learners improve their English and mathematics skills sufficiently.
- Learning in classroom-based lessons is rapid in areas such as sport and agriculture, but in others, it is the speed at which learners choose to work that determines the pace. Teachers do not do enough to accelerate the pace when it is slow.
- In functional skills English and mathematics classes, which include learners working at different levels, teachers do not do enough to match teaching to individual needs. In most instances, teachers give the same materials to all learners, irrespective of their ability, causing the less able to struggle and the most able to lose interest. In mathematics lessons, teachers do not always sequence practice examples well enough to enable less confident learners to consolidate their understanding before tackling work that is more demanding.
- The setting of targets for learners and apprentices and the monitoring of their progress are not sufficiently rigorous. Short-term targets tend to be rather general, and teachers and learning coaches do not review them effectively. As a result, a small minority of learners are not clear about how they can improve. The tutorial curriculum includes a range of suitable topics including e-safety and the awareness of the potential for extremism.
- Teachers often use questioning well to check understanding and encourage deeper thinking. However, checking of understanding is too frequently superficial and teachers readily accept learners' initial responses without supplementary questions that encourage learners to elaborate. A few teachers do not direct questions at different learners, allowing individuals to dominate, reducing the participation and interest of others.
- When learners are working independently or in groups, the most astute teachers quickly detect problems, such as misunderstandings, and intervene to remedy these. However, a minority of checks are not thorough enough and some interventions not assertive enough, for example when time wasting is obvious.
- Teachers use verbal feedback to praise readily and, in the better lessons, they link this with specific guidance on how to improve. However, in a minority of lessons teachers do not provide enough guidance to those learners who have not yet mastered topics. Written feedback is too

variable in quality and ranges from clear, specific advice to more general comments that do little to help learners improve. Teachers do not routinely use feedback to help learners improve their spelling, punctuation and grammar.

- A number of teachers use opportunities occurring in lessons to examine effectively aspects of life in a multi-cultural society. However, too many teachers do not explore these themes sufficiently and, as a result, learners' understanding of equality and diversity is not consistently good enough.
- Initial assessments accurately identify learners' levels of literacy and numeracy. These ensure teachers have a sound understanding of their learners' needs; most use this understanding to support the effective planning of lessons. However, a substantial minority of teachers do not make good use of this information and, consequently, a minority of learners fail to make enough progress.
- The majority of teachers plan lessons well and use a wide range of methods that interest learners and motivate them to succeed. For example, in a foundation engineering lesson learners collaborated well on a practical project where the teacher challenged them to produce a finished product of which they could be proud. Learners adhered to health and safety rules and workshop routines with few reminders, showing they had been well taught and had learned well in previous weeks. It was clear that, as well as promoting confidence and self-esteem, learners were developing good practical skills, communication skills and resilience.
- Most subjects use the college's virtual learning environment to encourage learners to access learning resources from home, but the materials available are often uninspiring and learners make only limited use of them. A small minority of teachers make imaginative use of information and learning technology to maintain learners' interest, including the use of smartphones to participate in quizzes.
- The information, advice and guidance learners receive before they start their courses are good. The impartial advice staff provide about progression opportunities helps learners make appropriate choices for the end of present studies.
- Managers have planned carefully study programmes at all levels and these programmes meet well the needs and aspirations of learners. Work experience is an integral and effective part of the large majority of academic and vocational study programmes at levels 2 and 3. However, learners in foundation learning lack the opportunity to improve their work-readiness through supported work placements.

## Science, mathematics and statistics

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

Requires improvement

- Teaching, learning and assessment reflect the mixed outcomes for learners and so require improvement. Although vocational science learners have good results, AS- and A-level results vary substantially between subjects and the number of successful A-level and GCSE mathematics learners is low. Few learners make progress that is above expectations.
- Teachers prepare most lessons well, but a minority of lessons lack the clear structure learners need to consolidate and develop their understanding and this affects the progress of a substantial minority of learners. Teachers do not pay enough attention to the individual needs of their learners, particularly the most able. As a result, they do not provide sufficient challenge for these learners. Teachers are caring and supportive and willingly give learners additional help outside of lessons. This is beginning to lead to improved progress.

- The majority of teachers use questioning well to check learners' grasp of topics. However, most teachers do not make effective use of assessment to help learners develop a deeper understanding of topics and, as a result, most learners do not progress as quickly as they might.
- Learners studying GCSE mathematics do not attend well and often arrive late to lessons. Consequently they do not make enough progress.
- Teachers provide encouraging feedback in lessons that builds learners' confidence and helps them understand how to improve. In most cases, teachers mark work frequently and provide guidance that is precise and gives a good indication of what learners need to do to improve. However, in a small minority of cases, feedback lacks the clarity and detail required to help learners make rapid progress.
- Teachers do not do enough to deepen learners' knowledge of the cultural differences they will encounter when they progress to work or further study. However, learners behave well, show high levels of mutual respect and work well together.
- Initial advice and guidance require improvement. Although study programmes for vocational learners meet well their individual needs, too many learners embark on unsuitable AS-level courses and subsequently fail to progress to A level. However, teachers provide effective on-programme guidance that supports learners to develop skills that prepare them for employment and further study, including how to apply for a job, prepare for interview and make the most of work experience. Learning coaches provide useful guidance on study skills that helps learners work independently.
- Most teachers have high expectations of their learners and demonstrate sound subject knowledge. Their enthusiasm and use of a wide variety of teaching methods helps to motivate learners.
- Teachers use information and learning technology well to support learning. For example, in a science lesson on Ebola, three short news clips powerfully conveyed the cause of the disease, world perception of its handling and the dangers to burial teams. The impact of these clips inspired learners to share personal insights and ask questions that showed their deepening knowledge of the science of infection, and how media presentation influences people's viewpoints.
- Teachers' expectations regarding the quality of learners' writing are high and the large majority of learners produce good written work. In most lessons, teachers help learners develop well their presentation and literacy skills. Teachers help learners develop skills in summarising, categorising, and evaluating information. They use group work effectively to develop problem-solving and team-working skills.
- Enrichment activities, such as visits and workshops, play an important role in developing a broader understanding of the world of science. For example, the college hosted moon rock exhibits from the Apollo programme and the visit of an astronaut.

## Agriculture

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

Requires improvement

- Classroom-based teaching, learning and assessment are good, reflecting the good outcomes for learners. Most learners successfully complete their main programme and many achieve high grades. All develop good practical skills and are successful in gaining relevant employment or progressing to higher education. However, too few apprentices which make up a substantial amount of learners in this provision successfully complete their framework. One of the reasons

for this is that assessors do not always adequately monitor their apprentices' progress and, consequently, the support apprentices receive is neither timely nor effective.

- Safety arrangements for working with powered equipment are inadequate, potentially under-preparing learners for work in an industry where safety is crucial. Teachers do not make enough reference to safety during farm practical lessons, leading to learners undertaking some activities without appropriate personal protective equipment. For example, some learners on a fencing class were removing thorns without fencing gloves and in another lesson, a learner did not use the safe-stop tractor driving protocol. Teachers promote e-safety well.
- Too many teachers fail to include mathematics and English in their lessons despite opportunities to do so. As a result, most learners do not make enough progress in developing these skills in a vocationally relevant way.
- Teachers' assessment of learners' work in classroom-based learning requires improvement. Teachers mark work frequently, but the quality of feedback varies in its usefulness to support improvement. Too many assignments contain uncorrected spelling, punctuation and grammar mistakes, often with encouraging comments from the teacher regarding the quality of writing. Teachers do not challenge the widespread use of unattributed quotes from internet sources, potentially failing to prepare their learners for higher level study.
- Teachers' expectations of individual learners' performance are high. Learners are polite, attentive and interested in what they are learning. Learners can see a clear link between their course and future job opportunities.
- Teachers use the effective assessment of learners' starting points to develop informative group profiles. In most cases, teachers use these well to identify and meet learners' individual needs. However, where learning is weaker, teachers do not use group profiles and, consequently, the progress of a minority of learners is slow.
- Teachers have up-to-date knowledge of their subject and use this to plan stimulating lessons. In most classroom-based lessons, the pace is brisk and learners make good progress. Teachers use questioning effectively to gauge learners' understanding and modify their teaching in response. In classes for learners at level 2, teachers set challenging tasks that encourage learners to work well in preparation for advanced level studies.
- Where learning is weaker, teachers spend too long talking and as a result, a few learners lose focus. The pace is too slow, too few checks on learning take place and learners make only limited progress.
- Teachers use the excellent farm resources to integrate successfully theoretical and practical aspects of teaching. For example, in a lesson for learners at level 2 on crop establishment, the teacher skilfully linked theory to practical on a crop walk in a field of newly sown wheat.
- Managers have worked with industry representatives to design high-standard study programmes that contain appropriate and highly relevant additional qualifications in subjects such as tractor driving, pesticide application and all-terrain vehicle operation. Work experience is included in all programmes and is effective in developing learners' employability skills.
- The virtual learning environment has a good range of suitable materials for all courses, but is unreliable with hardware problems limiting its usefulness in promoting out of classroom learning.
- Initial advice and guidance are good and teachers take great care to ensure that learners are on the programme that best suits their needs. Assessors now monitor apprentices' progress more rigorously using a new online monitoring and tracking system. However, there remains a backlog of work to assess and many apprentices' portfolios are not well organised, making it difficult for assessors to catch up. Teachers make effective use of the online tutorial system to track learners' progress. However, in a few cases, targets lack clarity, particularly with respect to time constraints, and this slows the pace with which learners make progress.
- Teachers make insufficient use of opportunities to discuss diversity themes despite plenty of opportunities to do so, leaving learners under-prepared for work in a culturally diverse society.



**Sport, Leisure and Recreation****16-19 study programmes  
19+ Learning programmes**

Good

- Teaching, learning and assessment are good, which reflects the high proportion of learners who make good progress and achieve their qualifications. Learners enjoy studying at college, work well independently, and the vast majority progress to higher-level study, training or employment.
- Teachers have good subject knowledge and expertise and use these well to motivate learners who consequently make good progress. They use information and learning technology well in lessons to help learners acquire underpinning knowledge of the subject. For example, learners use smartphones to scan quick-response codes to research relevant information on sports psychology theories. Teachers use effective teaching and assessment methods to promote independent learning. For example, learners analyse video clips on football skills in their own time.
- Teachers use questioning well to check learners' understanding. The majority of teachers probe well, using open questions to ensure learners have an appropriate depth of understanding. Teachers use learners' responses to assess progress and adjust their teaching to meet learners' needs. For example, in one outdoor adventure lesson, the teacher asked specific learners questions relating to possible leadership responses to high-anxiety situations when kayaking, and gave further information as a result.
- Teachers use well a range of assessment techniques to assess learners' progress. They provide detailed and helpful written feedback, with clear references to the criteria met and how learners can improve their work. The majority of teachers also provide appropriate guidance on how learners can improve their written English, although this is not evident in all assessed work.
- Teachers successfully encourage learners to assess themselves and their peers, particularly in practical lessons. This allows learners to make judgements and to develop the performance and sports-coaching analysis skills that are often required in the industry. For example, in one badminton-coaching lesson, learners adopted coaching roles and communicated clear and effective assessments to their peers.
- Teachers do not always set helpful targets for their learners or monitor progress against these targets sufficiently. This slows the progress of a minority of learners. Most learners are aware of their medium- and long-term goals, but short-term targets are insufficiently specific or measurable to promote rapid progress.
- Learners undertake relevant work experience as part of their study programme, which supports their personal development. Learners at level 3 use their work experience well to apply theory to practical situations and use their experiences to improve the quality of relevant vocational assignments.
- Teaching develops learners' English skills well. The reinforcement of writing and speaking skills is good in most lessons. For example, a teacher displayed and explained key technical words related to leadership in an outdoor adventure class and learners were encouraged to speak clearly and succinctly in a practical badminton lesson. However, too few teachers plan sufficiently well to integrate mathematics into sports lessons, even when the subject of the lesson provides opportunities to do so. As a result, learners do not develop their mathematics skills sufficiently.
- Timely information, advice and guidance are good. Teachers give realistic and detailed information and advice to prospective learners and their parents. Learners receive appropriate advice throughout their course. They receive accurate and detailed information about the

progression routes available at the end of their course. The courses and pathways available meet the needs of most learners well and the majority go on to higher-level study or into jobs where they can make the most of their knowledge and skills.

- Teachers do not always capitalise on readily available situations within sport to promote and reinforce equality and diversity. Although the low number of female learners on courses has not impeded their progress, inspectors agreed with some of them that teachers do not always provide a suitable range of practical activities in lessons to maintain their interest.

## Independent living and leisure skills

### 16-19 study programmes

### 19+ Learning programmes

Requires improvement

- The quality of teaching, learning and assessment reflects the limited extent to which learners develop personal, social and employability skills and progress onto higher-level courses or into employment.
- In the large majority of lessons, activities provide a suitable level of challenge, learners interact well with teachers and peers and make good progress. Most practical activities engage all learners, but in a minority of cases, teachers plan less effectively. As a result, a few learners do not participate fully. For example, in one animal care lesson the participation of a number of learners was limited because they could not see the teacher's demonstration. In a small minority of lessons, the pace is slow, learners lack focus and punctuality is poor.
- The initial assessment of learners is effective in identifying their starting points in a broad range of skills. However, teachers do not make enough use of this information to set a base from which they can measure progress. Teachers mostly devise lessons that meet the learning needs of individuals, but in a minority of lessons, they do not consider fully learners' reading skills and present materials that learners are unable to understand fully.
- Teachers do not use Recognising and Recording Progress and Achievement (RARPA) well enough to show the progress and achievement a learner is making over time. Teachers do not review learners' targets frequently enough and as a result, although learners understand their long-term targets, they are unclear about how well they are progressing. Teachers do not set short-term targets for the majority of learners. A few learners do not know what they have to do to improve.
- Learners receive immediate and encouraging verbal feedback on their work in class, with clear ideas about developing and extending skills further. However, teachers do not routinely check, date or mark learners' workbooks. The lack of dates on work prevents learners from seeing how they have progressed over time.
- The teaching of English and mathematics is good. Learners have discrete functional skills lessons, and teachers incorporate mathematics and English in most other learning sessions. Teachers make good use of learners' experience in mathematics and English. They frequently help learners reflect on how they might use their skills in everyday life.
- Teachers make imaginative use information and learning technology, including the use of tablets and mobile phones, to extend the range of learning activities. Learners find these activities interesting and they are better able to maintain their focus as a result. However, on occasions a lack of access to hardware or a lack of cooperation with other group members limit the extent of the benefit from this. Teachers make good use of video web sites to reinforce learning. For example, learners developed their understanding of fractions through a video showing the division of horticultural beds. This use of technology helps individuals to become effective independent learners. Learners have a basic awareness of e-safety, but some are not clear about the dangers of uploading and sharing photographs and personal information.



- Although managers have devised high-standard study programmes, work experience opportunities outside of college are too few. This limits opportunities for learners to improve their work-readiness in a real working environment.
- Information, advice and guidance are good. Potential learners visit the college on information and taster days and have a number of opportunities to visit with parents and carers. As a result, they undertake suitable programmes. Learners benefit from good pastoral support, including advice on financial, transport and nutritional matters that enable them to overcome a wide range of personal and social difficulties.
- The promotion of equality and diversity is good in most lessons. Teachers incorporate themed activities into lessons based on such things as Black History Month. These activities broaden learners' knowledge of other cultures and countries. Teachers and managers do not tolerate bullying and learners talk positively of how staff resolve such issues. Learners feel safe and welcome in the college.

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

Requires improvement

- Since the previous inspection, governors have made improving the quality of teaching, learning and assessment a priority, and they robustly challenge and hold to account the principal and senior managers. Governors are clear about the college's strengths and areas for improvement. The impact of the appointment of the new principal and the clear focus on quality improvement, have created high expectations of the quality of teaching, learning and assessment. However, initiatives for improvement have not made a substantial enough impact on improving learning and outcomes for learners.
- Managers have revised and strengthened a range of quality improvement processes. These include unannounced learning walks, internal performance inspections and weekly reviews of underperforming courses. However, these have not led to sizeable improvements in outcomes for learners.
- Since the previous inspection, managers have improved the lesson observation scheme. Lesson observations accurately record the strengths and areas for improvement of individual teachers. Managers use these observations to develop individual action plans to support teachers. However, many of these action plans require greater clarity and detail along with clear timescales and review arrangements. As a result, improvements in teaching, learning and assessment are not sufficiently rapid.
- A new performance management scheme provides a robust, but supportive approach to improving staff performance. It provides an opportunity to discuss teaching and learning performance and set individual targets for improvement. However, too many of the personal action plans that arise from these discussions lack the necessary detail to help teachers to improve.
- Governors and staff access appropriate professional development opportunities. They have benefited from targeted and relevant courses that have had a positive effect on their confidence and skills. These have included topics such as leadership, management and mission, performance management for heads of department, and managing learners' behaviour.
- Since the previous inspection, senior managers have reorganised and strengthened the management of apprenticeship provision. Subject area managers have taken responsibility for teaching, learning and assessment and a new manager for work-based provision supports them. Revised systems and working practices have reduced the number of apprentices leaving their programme early. However, these changes have not produced a significant impact on the proportion of apprentices who complete their framework successfully.
- Subject area self-assessments are not sufficiently evaluative and, consequently, the whole college self-assessment report, while broadly accurate, takes an overly positive view of learners'

outcomes. Although self-assessment processes are clear, embedded across the college, and incorporate stakeholder views, they do not include sufficient analysis of data on learners' performance.

- Managers consult local employers effectively when planning the range of subjects the college should offer and as a result, the curriculum meets their needs and local and national priorities. Managers plan study programmes well and incorporate relevant and useful work experience at levels 2 and 3. However, managers and staff have not sufficiently developed opportunities for learners at level 1 to take part in external work experience. For those learners who successfully complete apprenticeships, employment prospects are good.
- Managers have paid insufficient attention to the development of learners' mathematics and English skills. Low GCSE A\* to C grade pass rates, a lack of embedded mathematics and English within lessons and frequent spelling, punctuation and grammatical mistakes in learning materials demonstrate insufficient management focus on these key employability skills.
- At subject area level, the impact of management on improving the provision is too variable, and too many areas underperform. In a few areas, managers do not rigorously monitor the progression and performance of all learners, target setting is weak and teachers are late in returning marked work. Managers monitor subcontractors' performance closely and have terminated a number of subcontracts because of poor performance. The small number of current subcontractors deliver strong outcomes for learners.
- The promotion of equality and diversity is largely effective. Managers in most cases have tackled successfully differences in the performance of different groups of learners, such as those with Asperger Syndrome. However, a significant difference remains in success rates for dyslexic adults compared with other groups of learners.
- Although the provider meets statutory requirements for safeguarding learners, safeguarding arrangements require improvement. The promotion of health and safety is good in the majority of subject areas, but requires improvement in agriculture. Other aspects of safeguarding are good. Learners feel safe and enjoy attending college. They develop a mostly good understanding of personal health and safety, e-safety and safeguarding in general. Staff receive frequent training in safeguarding. A designated governor oversees safeguarding arrangements, and governors receive frequent updates on safeguarding matters.

## Record of Main Findings (RMF)

### Walford and North Shropshire 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	3			3		3	3		
Outcomes for learners	3			3		3	3		
The quality of teaching, learning and assessment	3			3		3	3		
The effectiveness of leadership and management	3			3		3	3		

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Science</b>	<b>3</b>
<b>Mathematics and Statistics</b>	<b>3</b>
<b>Agriculture</b>	<b>3</b>
<b>Sport, Leisure and Recreation</b>	<b>2</b>
<b>Independent living and leisure skills</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	5,081							
Principal/CEO	Ms Jackie Doodson							
Date of previous inspection	May 2013							
Website address	www.wnsc.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+
	130	85	298	92	566	114	0	20
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	34	33	2	102	0	0		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"><li>Country Training</li><li>Shropshire Football Association</li><li>Tribal Education.</li></ul>							

## Contextual information

Walford and North Shropshire College has five campuses. Most of the provision is taught at the college's two main campuses at Oswestry and Baschurch. The majority of learners come from North Shropshire, although land-based industries learners come from further afield. The proportion of learners with a minority ethnic heritage is similar to that of the local population. The curriculum includes courses from level 1 to higher education. Classroom-based courses are available in all subject areas. The college provides work-based courses in six subject areas. The proportion of pupils who leave school with five or more GCSE qualifications at A\* to C including English and mathematics in North Shropshire is similar to that nationally.

## Information about this inspection

### Lead inspector

Russell Henry HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Director of Quality and 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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