

East Surrey College

General further education college

Inspection dates		9–12 December 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- governors, managers and teaching staff have high expectations of their students, and the majority of students achieve well
- partnerships are outstanding and contribute to a curriculum that meets the needs of local employers, and the career aspirations of students, very well
- provision in visual arts and media communication, health and social care, and early years and playwork is outstanding
- the large majority of students, including those in vulnerable groups, progress to positive destinations
- managers make good use of the quality improvement plan to intervene in underperforming areas and bring about improvements
- mentoring, peer support and development opportunities have contributed well to improvements in teaching and learning in many subjects
- students learn and work in an inclusive environment where the staff and students are respectful of each other and feel safe.

This is not yet an outstanding provider because:

- the strategy for English and mathematics has not yet led to sufficient improvements in achievements, and too few students improve their grades in GCSE English and mathematics
- not all teachers plan activities that are engaging and meet the needs of all students in the group, so not enough lessons are consistently good or better
- success rates have declined on a minority of courses.

Full report

What does the provider need to do to improve further?

- Review the strategy for English and mathematics so that more students achieve at least a grade higher than their previous level of attainment, and success rates return to their previous high levels.
- Build on the existing good and outstanding practice in teaching, learning and assessment, so that all teachers plan effectively to meet the needs of all students and apprentices, with a sharper focus on providing stretch and challenge for the most able students.
- Ensure that all teachers make good use of learning technologies; deploy learning support staff well; use teaching strategies that stimulate and engage all students; and securely embed the development of skills in English and mathematics skills into all lessons.
- Build on the successful use of the quality improvement plan, to intervene where performance has declined, so that the outcomes in all subjects mirror those of the outstanding provision in the college.
- Ensure that all teachers can learn from the good practice in the college and have the confidence to promote equality and diversity more effectively in lessons.

Inspection judgements

Outcomes for learners	Good
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- The college has around 2,500 students on classroom-based courses and, currently, around 1,000 community learners. Community learning was not inspected as most of the provision had finished the week before the inspection. About two thirds of the students on classroom-based provision are aged 16 to 18 and on study programmes. Just under a third of students are adults. Around one tenth of learners are on apprenticeships or employability training. Just under half of the students study at level 3 and level 4. The subject areas reported on are a representative example of the most significant provision and the college as a whole. Other subject areas inspected, but not reported on, contributed to the overall grade.
- The majority of students achieve well. Since the previous inspection, when the college was judged good, overall success rates on classroom-based provision have shown a steady improvement and compare well with similar providers.
- Success rates on classroom-based courses for 16- to 18-year-olds on study programmes have improved at levels 2 and 3; they are consistently high in information and communication technology (ICT), hairdressing and beauty, health and social care, and visual arts and media communication.
- Adults achieve particularly well at level 3, where success rates have improved significantly since the previous inspection. They achieve very well on part-time courses in English for speakers of other languages (ESOL).
- However, on a few courses scattered across the college, success rates have declined. These include motor vehicle courses, some in construction at level 2, and courses for adults at level 2, where students achieved less well than those in comparable colleges.
- Overall, apprenticeship success rates have been adversely affected by poor performance in one subcontractor's provision, where apprentices were made redundant. Overall success rates on other courses are slightly above those achieved by similar providers, although they remain low for the small number of apprentices in business administration and health and social care. Although improving, achievements on work-based learning NVQs in construction remain low.
- The number of students on employability programmes has increased; most of these learners achieve their planned qualifications, and the proportion who then progress into employment is

higher than that achieved by similar providers. A large majority of trainees secure apprenticeships or employment at the end of their traineeships.

- Students on programmes for 14- to 16-year-olds achieve very well, particularly in hairdressing and beauty, construction and public services. Three quarters of these students progress to level 1 or level 2 courses at the college.
- Outcomes for students on English and mathematics courses require improvement. Despite recent improvements, the very high success rates on GCSE English and mathematics courses in 2011/12 have not been maintained, and too few students achieve high grades. Success rates on functional skills English and mathematics courses have declined to around national rates in the past year.
- Managers have taken effective action to reduce any differences in achievement between groups of students. The success rates of male students have increased significantly, and are now approaching those of female students; students of minority heritage often achieve slightly better than White students. Supported students on mainstream courses achieve at a significantly higher rate than their peers.
- Many students on vocational courses make at least the progress expected of them, and in some cases exceed it. On courses at level 3, the proportion of students achieving high grades has improved, and compares well with other providers. Examples of subject areas with high grades include construction, engineering, aviation, sport, music technology, hairdressing and beauty.
- Nearly all students progress to positive destinations. Around a half progresses to higher courses within the college, and a quarter finds employment. An increasing number of students progress to higher education.
- Teachers focus strongly on supporting students to develop employability skills through work experience or work-related projects. Students in ICT engage with local software companies so that their skills and knowledge are up to date in a rapidly developing commercial environment. Students in hairdressing and beauty hone their skills and creativity by competing successfully in local and national competitions.
- Students develop social and employability skills well through the good range of annual enrichment programmes. Because of an Olympic legacy initiative to encourage students to engage in sport-related activities, supported students have learnt how to promote events and fundraise, in addition to mastering new sporting skills such as archery.
- Students from vulnerable groups make good progress in the college. Those on courses specifically designed in collaboration with the local authority to reduce the numbers of school leavers who are not in education or employment (NEET), make good progress, and students who are looked after integrate well into the college, supported by a mentor.
- Standards of work are high in many subjects: in visual arts, students on level 1 courses develop drawing skills particularly well; in business, students develop research skills; in beauty therapy, students develop high level skills in theatrical, special effects and hair and media make-up. However, students with very high needs do not have sufficient opportunity in lessons to develop skills in communication.
- Although poor in construction, punctuality, attendance and retention are good in many subjects and are in line with the college's strategic targets.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Teachers have high expectations of students, who develop vocational skills well and make good progress in the majority of lessons where teachers plan well so that all students are stimulated and engaged.
- Teaching staff use their industry backgrounds well to create realistic, professional environments for learning. Facilities are good. For example, construction and engineering workshops mirror commercial workplaces.

- Students develop vocational skills rapidly. In hairdressing lessons at level 2, students meet commercial salon standards for timely completion of hair styling tasks, and information technology students on level 3 courses develop skills such as coding for a restaurant ordering system. Students on traineeships benefit from a well-structured, supportive programme of classroom - based learning and work placements, which improve their work-related skills.
- In most subjects, teachers and assessors provide comprehensive feedback on students' work which helps students to improve their understanding and skills. They mark work accurately so that students know what they have done well and what they need to do improve their grades.
- In the majority of lessons, teachers challenge students effectively, using appropriate activities and tasks. In an access to nursing lesson, students researched current health issues and presented possible solutions to their peers. The large majority of teachers agree relevant individual targets for students, which help them to make good progress in lessons as they work independently towards their goals.
- Most teachers use a variety of assessment methods effectively to check students' understanding. In an ESOL lesson, the teacher used pictures and Christmas decorations to explore use of festive vocabulary and frequently questioned students to ensure they all understood.
- By contrast, in less effective provision, particularly in theory lessons, teachers do not challenge students sufficiently, so they become bored and distracted, learning little. Teachers rely too much on a whole group approach, without taking into account the different abilities of individuals. In a minority of lessons, teachers do not know whether students have understood and learnt effectively because they do not make sufficient checks on learning.
- On apprenticeship programmes, most assessors conduct assessments and progress reviews well, so that apprentices make good progress. However, a minority of assessments and reviews are not effective and require improvement.
- The majority of teachers use a wide range of available technology confidently to provide a variety of activities to stimulate learners. For example, in a beauty therapy lesson for 14- to 16-year-olds, students interacted with videos on face painting in a lively and positive way, and were able to suggest how they might use these techniques in their own projects.
- The majority of teachers monitor students' overall progress effectively, so that students know what they need to do to achieve their qualifications. They make good use of an on-line monitoring system, which learners and parents can also make use of outside of lessons.
- The support staff provide good support for students on many vocational courses and they often have specialist experience of the subjects. However, in a minority of subjects, teachers do not deploy and monitor support staff effectively.
- Appropriate vocational information, advice and guidance are provided to students and parents before the course starts, so that students are well informed about their vocational choices. Staff provide good careers and progression advice for students.
- Guidance staff make good use of initial assessments to identify students' starting points in mathematics and English. However, a minority of teachers do not use this information well when developing individual learning plans for students.
- The majority of teachers on vocational courses help students to practise and consolidate their English skills well. Errors in written English are routinely corrected and students' use of dictionaries is widespread. For example, in travel and tourism lessons, students frequently update a list of new, sector-related vocabulary.
- In better lessons, teachers embed mathematics well. For example, construction students calculate quantities of building materials well, and art and design students create three-dimensional models based on mathematical shapes.
- However, aspects of weaker practice in the development and consolidation of English and mathematics remain. In construction lessons, and in lessons for students with very high needs, teachers do not actively help students to practise or develop their use of English; in

mathematics lessons on study programmes, teachers do not always ensure that students have fully understood, and can apply, mathematical concepts well.

- Students and staff display very respectful, inclusive and tolerant attitudes in all lessons. Where, in the majority of lessons, teachers promote equality and diversity well, students demonstrate a good understanding of relevant issues. For example, tourism students devised inclusive holiday activities for children with restricted mobility. However, teachers do not always ensure that students improve their understanding of the way in which matters relating to equality relate to their vocational areas.

Health and social care, early years and playwork

16-18 study programmes 19+ Learning programmes Apprenticeships

Outstanding

- The quality of teaching, learning and assessment is outstanding and this is reflected in the high, and increasing, number of students who successfully complete their courses. The head of department has managed the improvement of teaching and learning very well.
- Knowledgeable and experienced teachers make good use of their vocational expertise. They enthusiastically illustrate key points to enhance and consolidate learning and successfully motivate students. They link interesting learning activities to students' placements. For example, students in a highly successful level 1 lesson showed a good understanding of the needs of young children when designing practical creative activities.
- Students enjoy their studies and make good progress. They become self-confident and develop a range of skills essential for employment such as research, teamwork, communication, and problem solving. They are punctual and attend well.
- Teachers conduct effective initial assessment of students' skills that ensures that students enrol on the right course. Teachers use information from initial and diagnostic assessment to set both minimum target grades and realistic aspirational goals for students; they closely monitor how well students are progressing towards these.
- Teachers have developed well-planned assessment schedules that are monitored frequently to ensure students remain on track. Students benefit from rigorous assessment and detailed feedback, and the quality of students' work reflects the high standards expected by themselves and their teachers.
- However, on apprenticeship programmes, the target setting, tracking and monitoring of the progress of the small number of apprentices are weak.
- Students are very clear about the progress that they are making and know what they need to do to improve and enhance their grades. They describe with confidence their future aspirations, and are clear how they intend to put into practice the skills, knowledge and understanding they have acquired during their studies.
- All students on study programmes have planned work experience and value the support from their placement staff. Students demonstrate a clear ability to reflect on their practice and improve performance. In a particularly good level 3 lesson, students explored sensitive themes about child protection and the safeguarding of vulnerable people, and were able to consider what their own responses would be, both personally and professionally, if they faced similar professional issues.
- Students make good progress in developing their English and mathematical skills. In a successful level 1 lesson, students confidently used ratios, percentages, and proportion to explore portion control in developing healthy diets. In a well-planned level 3 lesson, students critically analysed complex text to elicit key messages from government policy. They demonstrated effective use of comprehension skills to form the basis of writing for a varied

audience. Teachers routinely check and correct spelling, punctuation and grammar in all students' work, helping students to improve.

- Teachers promote equality and awareness of diversity well. They create a safe environment that enables students to grow in confidence within a culture of mutual respect. Students have a good understanding of how to keep themselves and those they care for safe. They initiate the promotion of equality and support for diversity in many discussions, applying what they have learnt to their placements or their personal lives.

Building and construction

16-18 study programmes

19+ learning programmes

Apprenticeships

Requires improvement

- The quality of teaching, learning and assessment requires improvement. The variability of outcomes reflects this; although overall success rates on full-time programmes have improved, and are just below those of comparable colleges, at level 2 they have declined significantly and are low.
- Teachers are well qualified and demonstrate their strong knowledge of the construction industry well in lessons. Teachers and students make good use of spacious and well-equipped workshops. Teachers have high expectations of students. The standard of students' practical work is mostly good. Students make good progress and develop the required practical skills for the industry.
- In the most effective practical lessons, teachers plan well and students are focused on their work through engaging activities. They ask relevant questions and are keen to learn from the expertise of teachers. In a carpentry class, students completed complex joinery exercises which enabled them to develop their hand skills and solve problems. In a class for 14- to 16-year-olds, teachers guided students well as they were cutting a thread into steel pipework. In another class, students took extra care when lining up decorative wallpaper for the first time.
- By contrast, the theory lessons are not engaging. Teachers do not enhance students' learning experience by making effective use of the interactive resources available to them. Instead, they spend too much time, and rely too much, on the use of whole class teaching, using basic and uninspiring electronic slides to present information. Students find these classes boring and are not challenged enough to improve their performance. Teachers do not take sufficient account of individual ability.
- The standard of students' written work requires improvement, and the development of their English is weak. Teachers do not correct students' spelling and grammatical mistakes and, as a result, little improvement is evident in their workshop assessment books.
- Students develop good mathematical skills in lessons. In a level 3 joinery class, students developed and consolidated their mathematical skills well by working out complex geometry when setting out gothic arches on workshop rods.
- Students on study programmes do not have the opportunity to develop employability skills quickly enough. Work experience is planned, but does not take place until later in the year. Plumbing students benefit from work experience, trips and visits because teachers have developed useful contacts with local and national companies. These companies also sponsor equipment for workshops and donate prizes for student award ceremonies.
- Arrangements to facilitate learning for apprentices are good. Assessors carry out thorough and timely assessments and reviews in the workplace. Their effective monitoring of learning targets for apprentices enables the majority to complete within the planned timescale. College assessors also provide positive links between the college and the workplace.

- Teachers do not plan well to meet the individual needs of students who require additional support. Despite information supplied, teachers do not sufficiently plan for, or check, the learning of students who have support in the classroom.
- The promotion of health and safety and safeguarding are good. Students feel safe and follow workshop safety guidelines by wearing the correct personal protective equipment and following the safety instructions when operating power tools and machinery.
- Teachers failed to promote, or make any reference to, equality and awareness of diversity in lessons, despite many occasions in lessons where opportunities occurred naturally. Students are polite and respectful to peers, teachers and support staff. They are ambitious and want to progress on to higher level programmes and apprenticeships. Despite this, attendance and punctuality are poor.

Visual arts and media communication	Outstanding
16-18 study programmes	
19+ Learning programmes	

- Teaching, learning and assessment are outstanding. Success rates are high for all courses. The pass rates for many courses are also high and some are 100%. The proportion of students achieving high grades is higher than that for similar colleges and those studying at level 1 and level 2 make much better progress than expected.
- Teachers have very high expectations of students and they challenge and stretch students in most lessons. High levels of engagement are evident between teachers and students in lessons. In the best lessons, the pace of learning is demanding and students are encouraged to develop their thoughts through contextual discussions and reflection. A small number of assignments lack sufficient critical and conceptual challenge, so that some students do not fully develop more insightful ideas quickly enough.
- Teachers use their extensive vocational knowledge and experience very well to motivate students, who share ideas readily, support each other generously, and are able to work well independently. Students become accomplished in a wide range of practical skills and use them discerningly to enhance the development and presentation of their ideas. Teachers in media, in particular, use the virtual learning environment (VLE) very effectively to direct and expand students' theoretical understanding.
- Art and design students confidently use technical language acquired from practical workshops and exercises to develop ideas further. Most film and photography students demonstrate deep understanding of the terminology of their subject, such as the conventions of genre, and for the construction of visual narratives. Teachers develop the drawing skills of level 1 students very well, which help them communicate their visual ideas with fluency.
- Teachers monitor the progress of all their students assiduously. Verbal feedback in lessons is highly focused and productive. Written feedback from teachers refers to assessment criteria and mostly explains clearly to students the theory and practical understanding they must apply to improve their work. Students feel well supported and receive good advice on joining the college and in preparing for the next stage in their education or employment.
- Students enrich their cultural awareness through opportunities to visit museums and galleries in London and Berlin. Professionals from the creative industries give talks or hold workshops in the college to advance the skills and experience of students. Teachers encourage students to enter national design awards and introduce them to the world of work.
- Teachers develop the presentation skills of students in frequent discussions and critiques during lessons. Students improve their English through reflective and evaluative writing in their blogs, journals and essays. They estimate ratio and proportion when drawing from observation and use geometry to repeat and construct complex patterns. Photography and film students calculate speed and exposures to manipulate and enhance their images.

- The promotion of equality and awareness of diversity within the curriculum is outstanding. In nearly all lessons, students interpret and develop personal ideas inspired by a diverse range of cultural and creative influences. For example, from research into the history of slavery in one lesson, a critical appraisal of pattern, motif and colour in African tribal artefacts emerged, which informed textile and garment designs.

Foundation English

16-18 study programmes

19+ Learning programmes

Good

- The quality of teaching, learning and assessment is good, although outcomes in 2013/14 in both GCSE and functional skills do not fully reflect this, as too few students achieved high grade passes in GCSE and success rates in functional skills declined at all levels to around national rates. Students make good progress in lessons, and learn to work independently.
- Teachers engage students very successfully in learning. Students enjoy their lessons and work hard to succeed. Learning support assistants support students well, giving much encouragement, care and guidance. Students speak highly of this support.
- Much teaching is good. Teachers plan lessons well to include a wide range of interesting and relevant activities. In a GCSE lesson, a film of Benjamin Zephaniah reciting his own *Talking Turkeys!* poem, stimulated very productive group work as students explored the characteristics of standard and non-standard English. In a functional skills lesson, students enthusiastically learnt basic spelling rules, using a digital application that is provided free to all college students studying English. Most teachers use questioning techniques well to check and extend learning. In the less effective lessons, teachers do not reinforce the learning in each activity before moving on to the next, so learners do not always consolidate their learning.
- As part of structured and timetabled learning, all students studying English spend time in the well-equipped learning resource centre. Staff successfully support students in the centre to work and learn independently using information technology to complete extension activities based on their classroom work. Having grown in confidence to learn independently, students frequently then use the centre unsupported to widen their knowledge and develop skills in other subjects and interests.
- The assessment of students' starting points is good. Teachers have an accurate understanding of specific needs and the majority use this knowledge well during lessons. However, the review of progress in lessons is more variable. While students' progress is recorded satisfactorily in GCSE classes, teachers in functional skills lessons do not use effectively the recently introduced electronic system for recording progress. Teachers do not review students' progress towards achievement of their individual learning plan targets sufficiently frequently to measure the small steps of progress which many Entry level and level 1 learners make.
- Teachers assess students' written work accurately and promptly. The great majority of written feedback is comprehensive and includes detailed advice as to what students need to do to improve. Students receive frequent, helpful verbal feedback during lessons, which gives both encouragement and clear guidance for improvement.
- The vast majority of students make good progress in the development of their English skills, often from low starting points. For example, in a GCSE lesson, students developed good skills in textual analysis and were able to apply their understanding of language features to different settings. In a functional skills lesson, students made good progress in distinguishing formal and informal language structures and could identify how each might be used appropriately within everyday life.
- Overall, information, advice and guidance for students require improvement. Students receive strong guidance regarding the significance of achieving the highest possible qualification in English, and guidance staff direct them to the level of course pre-determined by their previously

achieved GCSE grade according to college policy. However, this results in too many students being guided on to courses at too high a level for their starting points.

- Teachers' promotion of equality and awareness of diversity requires improvement because it is too variable. Teachers treat all students with respect, which creates inclusive, purposeful relationships; in the better lessons, they celebrate diversity through the exploration of cultural and religious differences. However, in a minority of lessons, teachers do not make use of opportunities for such promotion. In the better lessons teachers meet the diverse learning needs of students, but a minority of teachers fail to set appropriate work to meet the needs of all students in the group.

Accounting and finance, and business management

16-18 study programmes
19+ Learning programmes
Apprenticeships

Good

- Teaching, learning and assessment are good, as reflected in the good standard of outcomes for students in this area. Current students are making good progress towards the achievement of units and external examinations. Teachers are enthusiastic and knowledgeable about their subject and in the large majority of lessons inspire students to learn and improve their knowledge and skills. Students' written work is of a good standard.
- Teachers have high expectations of their students and inspire them to do well. Students' rates of progression to higher levels of learning and employment are good and improving. The achievement of high grades is improving but not yet good enough.
- Students benefit from good pastoral and learning support that helps them to continue in learning and achieve. Staff identify individual students' support needs quickly, and plan support well. Students who receive additional learning support benefit from dedicated support workers, who work well with teachers to fully support students in lessons. Where appropriate, teachers amend timetables to accommodate the needs of students who have additional caring responsibilities.
- Teachers generally plan their lessons well so that students take part in learning activities that motivate and inspire them. For example, in one lesson, students carried out research into the multiplier effect of spending, and identified the impact of consumer spending on education and transport.
- In a small minority of lessons, students are not challenged sufficiently and can lose interest quickly. Students are not always able to apply previous learning to new situations. For example, accounting students struggled to identify fixed and variable costs when calculating unit costs and profitability.
- Teachers check students' knowledge and understanding well during most lessons; but, in a minority of classes, teachers do not effectively check the learning of individual students. Students make good use of the college's VLE to continue their learning outside lessons, helping them prepare well for assignments.
- Teachers' assessment of students' work is thorough and students receive prompt constructive feedback which helps students to improve. The majority of business students make good use of a new electronic assignment submission system providing quicker assessment and return of their work. Staff assess apprentices' competence and knowledge effectively through a range of methods and use observation well as the basis of achievement records. Internal quality assurance is rigorous and supports assessors well.
- Students' attendance and progress are monitored very well using an electronic system accessible by all tutors, students and their parents or carers. In tutorials, students' progress is discussed well, and tutors involve students very thoroughly in setting their own learning targets to ensure they make good progress and improve attendance.

- Work experience and work-related projects are used well to help develop students' understanding of the business aspects of the world of work. Intermediate business students worked on a project to develop a marketing campaign for a new soft drink. They worked well in teams to research ingredients and used mathematical skills well to calculate calorific content and selling price.
- Teachers encourage students to develop English and mathematical skills well in lessons. Students make good use of dictionaries to check the meaning of unfamiliar words. Teachers correct spelling and grammatical errors well, promoting workplace standards.
- Careers advice and guidance are good. Students receive timely career progression advice from their teachers, and in tutorials are encouraged to link their long-term career goals to short-term targets.
- Students treat each other and their teachers with respect; however, teachers do not promote the understanding of equality and awareness of diversity sufficiently in all lessons.

The effectiveness of leadership and management

Good

- The Principal and governors have very high ambitions for the success of the college. They set high expectations throughout the organisation. Through a collaborative approach to management, the Principal ensures that all staff take responsibility for the achievements of students. The strategic plan sets a very clear direction of travel for the next three years.
- Governors, leaders and managers at all levels set challenging targets for staff. Robust performance management supports staff very well where they are not operating at the high levels that their managers expect, with appropriate procedures in place for the very small number that do not improve.
- Through outstanding partnership working and strong engagement with the local community, managers have ensured a flexible and balanced curriculum offer that benefits students, employers and the wider community. Leaders and staff work particularly effectively with local schools to ensure a smooth transition to further education for those students who are at risk of not participating.
- Managers work closely with Jobcentre Plus staff and use their analysis of local demographic and student destinations data very well to indicate where skills shortages exist and to plan provision accordingly. Managers' representation on local employment and enterprise groups ensures managers are well placed to respond swiftly to changes in local needs.
- Leaders have responded rapidly and positively to the requirements of 16 to 19 study programmes. They have set highly ambitious targets for the achievements of students in English and mathematics. However, the ambitious strategy they have implemented for placing most students onto GCSE English and mathematics courses has not yet resulted in enough students achieving a suitable qualification or improving their grades. The proportion of students benefiting from external work placements requires further improvement. However, students who have not had a work placement participate in very useful work-related projects that prepare them well for employment.
- The management of apprenticeships and workplace learning has improved and is resulting in more students achieving their planned qualifications on time, although this still requires further improvement in a few subjects.
- Managers have ensured that trainees on the traineeship programme develop their employment-related skills alongside high quality work placements. For the vast majority the work placement matches closely the area of work they wish to enter.
- Governors and managers have a broadly accurate view of the quality of teaching, learning and assessment, which is now mostly good or better. Managers identify the key strengths and areas for improvement when observing teaching. They implement a sharply focused professional

development schedule, and teachers rightly value the outstanding mentoring and professional development they receive.

- Despite this good practice, improvements in the quality of teaching, learning and assessment have not yet had sufficient impact in a small number of subjects, such as construction, motor vehicle and independent living. A minority of managers do not monitor carefully enough to ensure improvements in teaching are sustained over time.
- Managers identify the key areas for improvement through robust self-assessment, which leads to the quality improvement plan; managers and governors monitor rigorously the implementation of this plan. The interventions have led to discernible improvements in curriculum management and student outcomes.
- College leaders have embedded equality of opportunity extremely well throughout the college community. All staff undertake appropriate compliance training during their induction, and regularly attend further update training. Students and staff celebrate the diversity of the college community well through themed activity weeks, and most areas of the curriculum promote minority group role models well through the thoughtful choice of assignment topics. However, not all teachers promote equality and awareness of diversity well.
- Arrangements for safeguarding students are good. Mechanisms for checking new staff are effective and robust. All staff and governors have appropriate training and managers ensure that students are well informed about online safety and cyber-bullying. They respond decisively to the very small number of reported incidents of bullying or harassment. Through effective partnerships with external organisations, such as the police, students develop a thorough awareness of issues of national concern, such as radicalisation. The college is a safe and harmonious learning environment. Managers prioritise health and safety and students benefit from taking health and safety units early on to develop an appropriate understanding of how to keep themselves and others safe.

Record of Main Findings (RMF)

East Surrey 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	2	1	-	2	2	2	3	-	-
Outcomes for learners	2	1	-	2	2	2	3	-	-
The quality of teaching, learning and assessment	2	2	-	2	2	2	3	-	-
The effectiveness of leadership and management	2	1	-	2	2	2	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	1
Early years and playwork	1
Building and construction	3
Visual arts	1
Media and communication	1
Foundation English	2
Accounting and finance	2
Business management	2

Provider details

Type of provider	General further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time 1578 Part-time 6207							
Principal/CEO	Ms Jayne Dickinson							
Date of previous inspection	February 2009							
Website address	www.esc.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+
	310	159	438	330	652	220	60	62
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	78	29	58	26	-	-		
Number of traineeships	16-19		19+		Total			
	16		3		19			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	329							
Number of community learners	1022							
Number of employability learners	19							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	Workers Educational Association (WEA)							

Contextual information

East Surrey College is a medium-sized general further education college in Redhill, Surrey, with a local population of around 139,000. Located on the borders of London, with good transport links, the college attracts students from a wide geographical area, although the greatest proportion lives in the boroughs of Reigate and Banstead, Tandridge and the Mole Valley. Rates of unemployment are around the average for the region. The college works closely with Jobcentre Plus and the local authority to provide training for unemployed adults and young people who are not in education or employment. Courses are provided in 13 subject areas. It has a large contract with the SFA for the provision of community learning and skills, some of which is subcontracted to the WEA.

Information about this inspection

Lead inspector

Joyce Deere HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the deputy 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 learners' achievements over the past 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 apart from community learning, where the lessons had finished for the term. They 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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