

Trafford College

General further education college

Inspection dates		19 – 23 January 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
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 college is good because:

- high levels of academic and personal support ensure that the vast majority of current learners and apprentices make good progress
- teachers' high aspirations and effective lessons ensure learners develop highly relevant practical industry standard skills, preparing them well for their career after college
- managers work closely with employers, partners and the local enterprise partnership (LEP) to deliver courses in growth sectors of the local economy; many learners progressing to employment or apprenticeships do so in a sector related to their vocational course
- accommodation and specialist resources are very good and used well to support learning
- the college is a safe and inclusive environment with a good ethos of mutual respect
- governors use their skills and expertise well to challenge senior leaders in effectively bringing about improvements in learners' achievements, the quality of teaching and learning and ensuring the college is meeting the needs of its local community
- performance management is very effective; closely related to continuous professional staff development and focuses on improving the quality of provision.

This is not yet an outstanding college because:

- the vast majority of courses whose achievement was below that of similar colleges have improved and only a few subjects require further improvement
- not enough lessons provide sufficient opportunity to consolidate and expand learning, particularly for the more-able learners
- the development of learners' mathematical skills in several vocational subjects is weak and the proportion achieving grade C or higher in GCSE mathematics is low
- only around half of all learners have the opportunity to benefit from a work placement
- assessment practices are not yet consistently robust to support the monitoring of learners so that they all make the progress expected and achieve their potential.

Full report

What does the provider need to do to improve further?

- Swiftly improve teaching, learning and assessment in subject areas judged as requiring improvement to ensure that all learners make the progress expected of them and successfully complete their learning programme. Ensure leaders and managers systematically and rigorously monitor underperforming provision to bring about sustained improvement.
- Share existing good practice in teaching, learning and assessment, such as in vocational science, so that they are consistently high across all subject areas.
- Increase the quality of provision in GCSE mathematics to ensure that all learners make good progress so that a greater proportion achieves a grade C or above. Ensure teachers acquire the skills needed to develop relevant vocational learning activities to enable learners to improve their mathematics skills.
- Improve the quality of teachers' written feedback to help learners understand exactly what they need to do to improve. Consistently monitor learners' progress against challenging targets to ensure they reach their full potential.

Inspection judgements

Outcomes for learners	Good
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- The college provides study programmes across a range of subject areas for learners aged 16 to 18 which make up just under half of the provision. Approximately one-tenth of learners are apprentices and slightly more than half of the provision is made up of adults studying on full and part-time programmes, mainly at foundation and intermediate-level.
- Following the previous inspection in 2009, success rates for classroom-based programmes remained static for three years, falling below that of similar colleges. The proportion of learners who completed their courses successfully increased in 2013/14; success rates are high for adult learners and for learners aged 16 to 18 on level 1 and level 2 courses.
- Learners on bespoke courses to meet the needs of the local community, particularly developing the work related skills of local long-term unemployed residents, achieve well with more than a fifth gaining sustained employment.
- Leaders and managers have taken action to remove underperforming advanced-level vocational courses, AS and A-level courses. As a result, retention rates have increased in the current year to above that for similar colleges and most learners are on track to achieve. In a few subjects, the proportion of learners successfully completing their qualifications in 2013/14 is too low.
- Retention rates for learners on two-year advanced-level vocational programmes have significantly improved and very few learners leave the college between the first year and second year of their course.
- Learners make good progress in relation to their starting points in the majority of subjects. Learners' achievement of high grades in AS and A-level courses is good, particularly in sociology, law and English.
- Outcomes for intermediate and advanced apprentices are very good. Learners make good and often very good progress, with the vast majority achieving their apprenticeship in the planned time.
- The development of learners' English skills in vocational lessons is good in most subject areas but the development of mathematical skills requires improvement. The proportion of learners who achieve functional skills in English and mathematics at levels 1 and 2 is high. In response to the introduction of study programmes, leaders and managers have increased significantly the number of learners studying for GCSEs in English and mathematics. Around half of learners

achieve grade C or above in their GCSE English, which is significantly better than similar colleges, but very few learners achieve a grade C in their resit GCSE mathematics examinations.

- Learners successfully develop the skills they need for work in the majority of subject areas. Attendance at AS, A-level and vocational classes is high. However, attendance at functional skills and GCSE English and mathematics classes is too low.
- Learners develop good employability skills; the majority attend regularly, are punctual to lessons and demonstrate positive attitudes to their learning. They develop professional and industry standard skills very effectively in the large majority of vocational subjects. Learners in hospitality and catering successfully develop skills valued by local employers, for example, intricate sugar craft skills for use in cake decoration. Learners from a wide range of subjects regularly compete and are successful in local and national competitions.
- As part of their study programme, approximately half of all 16 to 18-year-old learners extend their learning through work experience opportunities, which include paid and supported internships. Leaders and managers are aware of the need to improve this and are working hard to increase work-experience opportunities to ensure that all learners are able to access work placements.
- Staff monitor learners' progress very closely, especially according to different groups, including gender, age, social deprivation indicators and ethnicity; there are no significant gaps.
- The vast majority of learners successfully progress to higher-level courses at the college, further study, employment or apprenticeships. Learners' progression to a higher-level course at the college is high. More than four-fifths of learners completing A-level courses progress to university. The vast majority of learners' external destinations on leaving the college are known. Most learners gain employment and apprenticeships in a wide range of occupations; often relevant to their college course and many with prestigious companies that work closely with the college.

The quality of teaching, learning and assessment

Good

- Inspectors looked in depth at the quality of teaching, learning and assessment in the college's subject areas with high numbers of learners, covering both vocational and academic subjects and apprenticeships in business administration. Inspectors sampled teaching, learning and assessment in most other subjects offered by the college.
- Teaching, learning and assessment are good and reflect the recent improvements, which are the result of the college's focus on improving the quality of lessons through a good range of frequent and relevant staff development opportunities. Enthusiastic teachers develop learners' vocational and personal skills to prepare them for future work or further study.
- Learners benefit from well-planned lessons delivered at a good pace. In many lessons, teachers plan a good range of activities that support learning and meet individual needs, as reflected in the good progress of most learners. In a minority of lessons, insufficient time is planned to consolidate learning before moving on to the next activity.
- Most teachers check in-class learning regularly through effective use of verbal questions, class discussions and their monitoring of the completion of practical and written tasks. On occasions, teachers readily accept brief replies and do not provide enough opportunities to develop learners' initial responses and improve their depth of understanding. Learners respond well to teachers thought-provoking and probing questions whilst completing practical tasks. Consequently, learners develop good problem solving and thinking skills and can apply their knowledge to the workplace.
- Teachers use their vocational experience and expertise to engage and motivate learners. In many lessons, learners are enthused by their experiences in practical sessions and this helps them to understand theoretical aspects of their study programme. However, teachers do not always reinforce high vocational standards in theory lessons, for example, the wearing of coats in class and the quality of learners' presentations to the whole class following group work.

- Teachers emphasise the development of learners' broader skills to meet employers' needs including activities to develop teamwork and leadership skills. They integrate learners' experiences in the workplace well in childcare, sport, and preparation for life courses. Employers are engaged effectively in planning the apprentices' work to ensure that vocational training is well coordinated and focuses well on meeting the needs of industry.
- The majority of learners are engaged in interesting and purposeful tasks and develop vocational skills valued by employers. For example, learners are encouraged to develop their thinking and creativity beyond the course requirements in catering, media, hairdressing and beauty therapy programmes. However, the more able learners, particularly on advanced-level courses, are insufficiently challenged and occasionally they become distracted.
- The college provides a high quality, positive learning environment with an extensive range of specialist industry standard resources, including expensive equipment sponsored by prestigious companies in science, engineering and construction. Resources are used well to support learning but too many subjects do not make good use of the college's virtual learning environment to support and extend learning outside lessons.
- The vast majority of assessments are frequent and relevant. Learners receive good verbal feedback from their teachers and written feedback effectively helps learners know what they need to do to improve but teachers do not always pay sufficient attention to improving spelling and grammar. Apprentices receive regular workplace visits and know what tasks to complete for their next assessment and they make good progress to complete in the planned time.
- The monitoring of learners' progress in the timely completion of assignments is good on most courses with very good practice in construction, media, vocational science and with apprentices. In a minority of subjects, for example, business, records of learners' progress are not up-to-date or recorded meticulously. Consequently, gaps in learners' knowledge and their completion of assignment tasks are not followed up quickly enough and their progress is slow.
- Staff use initial assessments and prior achievement to set learners' initial targets but these are not always refined to reflect their current achievements and challenge them to improve further. Teachers know their learners well and use this to provide imaginative extension work, for example, weekly bakery competitions to produce cakes for afternoon tea.
- Personal tutors monitor attendance closely. Attendance is good in most vocational and A-level subjects but requires improvement in GCSE English and mathematics lessons. The college's electronic recording system is not yet fully effective in recording the outcomes of individual support sessions and learners' personal targets are too often imprecise.
- Learners receive detailed advice and guidance prior to enrolment and the college has good links with local schools and employers. Taster days help learners understand the demands of the course. Recent improvements to enrolment and induction, including a four-week review, ensure learners study appropriate courses at the right level. Individual tutorials support learners in developing a study programme that meets their individual needs, taking into account their intended destination and career aspirations. Learners receive good advice and guidance about their future after college.
- Support for vulnerable learners, through specialist resources and teachers, mentors and links with appropriate external agencies, is good and learners achieve well. In-class support is not always fully effective in keeping learners on task to achieve their full potential.
- The development of learners' English skills is good in many subjects although not enough time is spent on improving learners' spelling. Vocational teachers promote the use of technical language and high-quality assignments although poor hand-written work impedes the achievement of a minority of learners. Teaching in GCSE mathematics lessons requires improvement as the less able learners make insufficient progress as tasks are too complex and not related to their vocational programme. Vocational subjects, such as hairdressing, care, catering, science and construction integrate mathematics activities well to develop learners' skills but many subjects do not yet have a good enough strategy to develop their learners' mathematics skills.

- The promotion of equality and diversity is good in most subjects. Teachers develop learners' understanding of living and working in a diverse society, for example, in care, hairdressing and beauty therapy, learners consider working with clients from different backgrounds, ages, cultures and those with specific needs and disabilities.

Health, social care and early years

16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in health and social care and early years require improvement because:

- the proportion of learners who successfully complete their course and achieve their qualification is low
- poor attendance in too many lessons has a negative impact on learners' progress and achievement
- assessment practices require improvement; whilst verbal questions and feedback are frequently informative and helpful, teachers record too little of this
- health and social care teachers do not provide learners with clear and detailed written feedback to ensure their work meets the standards of the care sector; learners' handwritten work is often untidy and disorganised
- teaching and learning do not always meet the individual needs of learners, resulting in a lack of challenge and support
- teachers give insufficient attention to develop learners' mathematics skills relevant to the industry.

Health and social care and early years have the following strengths:

- work placements for all learners enable them to improve successfully their employability skills in health and social care and childcare settings
- most teachers use their vocational experience well and deliver learning in a realistic context; they support learners well in relating their understanding to the world of work, for example, as learners on childcare programmes design good activities to support children's development
- the majority of learners make reasonable progress in improving their English skills
- learners receive good information, advice and guidance; most learners progress to further study or employment to meet their career aspirations
- childcare learners have a good understanding of their roles and responsibilities in maintaining their own and children's safety and well-being in work settings.

Science and mathematics

16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in science and mathematics require improvement because:

- the proportion of learners who achieve AS and A-level qualifications and GCSE mathematics qualifications is low
- learners on A-level biology and chemistry are not making sufficient progress
- the quality of teaching and learning in GCSE mathematics courses does not meet the needs of the less able learners; some activities are too complicated, many learners lack motivation and become disinterested resulting in insufficient progress
- learners on GCSE mathematics courses do not understand what they need to do in order to improve as teachers’ guidance is not sufficiently detailed or specific enough
- insufficient science-themed enrichment activities for AS and A-level learners limits learners wider interests and aspirations
- the virtual learning environment for AS and A-level science and mathematics and GCSE mathematics is limited to course resources with very little interactive content to promote learners’ understanding outside lessons
- equality and diversity are not actively promoted in lessons; opportunities to discuss wider issues, for example, food and nutrition in the third world, are not explored
- too few learners on AS and A-level programmes have opportunities to take part in non-qualification activities such as voluntary work and external visits as part of their study programmes
- excellent practice in teaching and learning in vocational science courses is not shared with AS and A-level science teachers.

Science and mathematics have the following strengths:

- outstanding teaching, learning and assessment on vocational science courses matches high success rates
- learners on vocational courses make very good progress; they know what they need to do to improve and develop their analytical and problem-solving skills well
- learners on AS mathematics course are making good progress; in class they improve their skills, for example, manipulating equations on sequences and series by working informally in pairs and helping each other
- vocational and AS and A-level learners enjoy their studies and take an active part in lessons; they contribute well in discussion, for example, on the problems caused by a worldwide increased resistance to antibiotics
- there is good integration and development of learners’ English and mathematics skills, with special emphasis on using the correct mathematical units and scientific terminology
- good support benefits AS, A-level and vocational learners in and outside lessons; teachers regularly record and assess learners’ progress and learners value the regular one-to-one tutorial sessions that help to keep them on track to succeed.

<p>Hairdressing and beauty therapy</p> <p>16-19 study programmes 19+ learning programmes</p>	<p>Good</p>
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Teaching, learning and assessment in hairdressing and beauty are good because:

- high-quality lessons and support for learners have led to improving and high success rates on most courses

- learners make good progress in hairdressing, beauty and spa therapies particularly during practical activities, such as colouring hair, using creative nail art and undertaking advanced body massage techniques
- learners benefit from the outstanding realistic commercial learning environment, particularly the spa, resulting in high levels of professional behaviour and standards
- a good range of enrichment activities develops learners’ practical skills; learners take part and succeed in national and local competitions and motivational guest speakers from prestigious commercial companies inspire learners to have high career aspirations
- the majority of learners have good additional work experience as part of their study programme; they attend high-quality spas and local hairdressing and beauty therapy salons, which prepares them well for the demands of employment in the industry into which most learners progress
- the promotion and development of mathematics in vocational lessons is good; learners calculate costs of purchasing and maintaining equipment and estimate costings for advertising a salon in a local newspaper
- teachers make good use of learning resources including the virtual learning environment to enrich learning and support learner progress; learners use information learning technology frequently and effectively for independent research
- systems to monitor learners’ progress are good; during one-to-one tutorial sessions learners and teachers jointly agree suitably challenging targets and through careful monitoring many learners achieve or exceed their personal and academic targets
- enthusiastic, highly motivated teachers have very good commercial experience, which inspires learners to develop their creativity skills well resulting in good progress.

Hairdressing and beauty are not yet outstanding because:

- attendance requires improvement, particularly in English and mathematics classes
- too many hairdressing learners on intermediate-level study programmes leave their course early
- more able learners are not challenged enough in a minority of lessons as teachers’ questioning is too superficial.

<p>Independent living and leisure skills 16-19 study programmes 19+ learning programmes</p>	<p>Good</p>
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Teaching, learning and assessment in independent leisure and living skills are good because:

- good teaching, learning and assessment contribute well to the high success rates and substantial progress made by learners with moderate to severe learning difficulties and disabilities
- support for learners is good and enables them to develop the necessary independence and communication skills that will benefit them in their future lives
- learners make good progress towards their aspirational goals; a significant proportion move into independent or supported living, supported or sustainable paid employment with national companies or on to a higher-level course
- learners with challenging behaviour benefit from clear support strategies to help them overcome difficulties; staff use their expertise well and have high expectations of their learners
- assessment of learning is good; learners’ starting points are established clearly when they start college and learners are actively involved in setting their long-term goals

- learners develop their English skills well through reading and writing; learners making cards to sell in the college shop think of an imaginative verse to go inside and develop their speaking and listening skills by having the confidence to speak up to give their opinion
- mathematics skills are integrated well into practical activities; learners run a very busy college café and shop and use money management skills to operate the cash register to give change to customers.

Independent leisure and living skills is not yet outstanding because:

- the deployment of support staff in lessons is not always effective as a minority of learners are unable to complete their activities quickly enough as they are waiting for assistance
- too many learners find it difficult to understand their short-term targets as the language used is often too complicated and one-to-one reviews are not frequent enough
- the use of learning technology requires improvement; the lack of an adapted internal virtual learning environment limits the development of learners' independent learning and specialist devices are not always used to full effect.

**Accountancy and finance
Business management**

**16-19 study programmes
19+ learning programmes**

Requires improvement

Teaching, learning and assessment in accounting and business management require improvement because:

- too many learners on advanced-level courses do not achieve their qualification
- attendance in lessons is low
- too many advanced-level vocational learners are not sufficiently challenged to achieve the high grades they are capable of
- learners do not benefit from sufficiently regular timely checks on their progress towards achieving their target grade and so their progress is lower than can be expected
- too few learners on study programmes take part in work experience to further improve their skills and knowledge of the workplace
- the development of learners' English skills requires improvement; teachers do not systematically correct errors in spelling, grammar and punctuation during lessons and in learners' written work
- teachers' written feedback to learners is not specific or detailed enough to help all learners improve the quality of their written work to achieve high grades.

Accounting and business management have the following strengths:

- learners are well supported in preparing for accounting examinations; highly effective revision strategies in lessons build on previous learning and result in high success rates on most intermediate-level courses
- most learners extend their business skills through participation in competitions, visiting speakers and learning activities that enable them to work in teams and develop leadership skills
- intermediate-level learners benefit from high-quality classroom resources to support their learning and they make good progress
- learners in the business academy are allocated a mentor, usually a manager from a local company, to provide online support and raise their career aspirations.

Administration and business management**Apprenticeships**

Good

Teaching, learning and assessment in administration and business management apprenticeships are good because:

- the large majority of apprentices complete their apprenticeship successfully in the planned time
- very effective use of the electronic portfolio system ensures clear monitoring of apprentices' progress and the large majority make rapid progress
- assessment and progress reviews embed good promotion of equality and diversity; apprentices are able to clearly communicate with and assist people from a range of backgrounds
- highly personalised learning programmes enable apprentices to develop high-level skills relevant to the needs of their employer
- the development and application of functional skills are good; apprentices are able to effectively transfer and apply acquired skills to their job.

Administration and business management are not yet outstanding because:

- questioning, by assessors, of learners' knowledge and understanding is occasionally superficial and does not always challenge and extend apprentices' learning sufficiently
- assessors' written feedback does not always capture the key points of their verbal comments; consequently, apprentices do not have a record of exactly what they need to do to improve the quality of their work
- apprentices' personal targets are not always specific enough and focus too much emphasis on the completion of activities to demonstrate competencies to meet the assessment criteria.

The effectiveness of leadership and management

Good

- Senior managers and governors have set a clear strategic direction for the college. They are successfully achieving their ambition for the college to provide high-quality education and training to improve the local economy, and enhance the quality of life and aspirations of local residents. They work very well with the local authority and the LEP to ensure that college courses meet local and regional priorities; learners' opportunities to progress to further study, apprenticeships and employment are good and the vast majority progress to a positive destination on leaving the college.
- Managers respond exceptionally well to meet the needs of employers. Working with a range of employers has led to the development of new courses and apprenticeships for growth sectors in the local area, such as laboratory technician, pharmacy and process manufacturing. Innovative partnerships, for example, with a large and prestigious engineering company, give apprentices the opportunity to work whilst gaining the skills and qualifications required to meet the shortages identified by the industry. The college works particularly well to develop employability skills of disadvantaged learners through its work with Jobcentre Plus.
- A clear strategy meets the needs of the community. Leaders and managers work in collaboration with the local authority and other partners such as Trafford Leisure Trust. Pre-employment courses give learners the skills to access local job opportunities, for example, the

college is working with a large national retailer and Trafford Housing Trust to provide training opportunities to their unemployed tenants.

- Study programmes provide clear progression routes at all levels. The design of programmes includes an appropriate focus to improve English and mathematics skills. However, in too many subjects, learners make insufficient progress in developing their mathematics skills and teachers' marking does not always help learners improve the accuracy of their written work.
- Whilst there are very good work-related activities for vocational learners, external work experiences are not yet available for all learners. Where opportunities are available, for example, in health and social care, construction and childcare, they are of good quality.
- Governors bring a wide range of business skills and expertise to the board; they are well informed and have a good understanding of key strengths and areas for improvement, including subjects of particular concern. They provide good challenge to senior leaders and ask searching questions to hold them to account for the quality of the college's provision. Governors support managers well in their drive to improve the quality of teaching and learning by linking with subject areas.
- Performance management arrangements are good. Managers make good use of data to monitor progress against a range of performance indicators. Clear lines of accountability enable managers to tackle individual underperformance well. Teachers identified as requiring improvement receive good mentoring and support to improve their practice. Course teams receive good staff development.
- Managers identify underperforming courses through detailed self-assessment and course reviews. Departments are subject to regular scrutiny where senior managers monitor action plans closely. The majority of courses whose achievement was below that of similar colleges have improved and only a few subjects, particularly GCSE mathematics, require further improvement.
- Most curriculum area leaders accurately evaluate their provision. A minority of subject self-assessment reports do not sufficiently identify specific areas for improvement. Consequently, the quality improvement plan is not always sufficiently detailed and the clarity of targets is not always useful to identify specific causes of underperformance.
- The performance of subcontractors is monitored closely. Quality assurance arrangements are effective and ensure that learners taught through subcontractors achieve well.
- The promotion of equality and celebration of diversity are at the heart of the college. Managers successfully increase the large majority of learners' awareness of both equality and diversity through events and promotions throughout the year. Learners with a wide range of abilities and from different backgrounds receive a high level of support to overcome any personal barriers to learning. Managers closely monitor performance gaps between different groups. Successful strategies have reduced previous gaps. In lessons, the development of learners understanding of equality and diversity is not yet consistently good across all subject areas.
- Safeguarding arrangements are good. All staff and governors undertake appropriate training on safeguarding at the start of their service and receive regular updates. Designated officers receive enhanced safeguarding training. Staff and designated officers carry out risk assessment of all aspects of college activity and take the relevant precautions to prevent incidents occurring.
- Staff have a good understanding of safeguarding issues and create a safe learning environment. Managers enforce the rigorous and robust safer recruitment policy well. Staff are very aware of dangers of the internet and online safety is regularly reinforced to learners. Links with local agencies that support vulnerable people, including the local safeguarding children's board are good.
- The promotion of the 'Prevent' agenda under safeguarding arrangements is well established. Partnership working with local agencies, including the police, is effective in raising staff' and learners' awareness of living in a multicultural society, extremism and child sexual exploitation.

Record of Main Findings (RMF)

Provider name: Trafford 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	N/A	N/A	2	N/A	2	2	N/A	N/A
	Outcomes for learners	2	N/A	N/A	2	N/A	2	2	N/A	N/A
	The quality of teaching, learning and assessment	2	N/A	N/A	2	N/A	2	2	N/A	N/A
	The effectiveness of leadership and management	2	N/A	N/A	2	N/A	2	2	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Science	3
Mathematics and statistics	3
Hairdressing	2
Beauty therapy	2
Independent living and leisure skills	2
Accounting and finance	3

Business management	3
Administration (Apprenticeships)	2
Business management (Apprenticeships)	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	12,364							
Principal/CEO	Sir Bill Moorcroft							
Date of previous inspection	February 2009							
Website address	www.trafford.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+
	547	1,487	620	1,011	1,479	459	N/A	21
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	157	278	77	390	1	10		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	388							
Number of employability learners	84							
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"> ▪ British Cycling ▪ Carrington Riding Centre ▪ Interactive Business Ltd ▪ Learning Curve ▪ Pennine Acute Trust 							

Contextual information

Trafford College was established in September 2007 by the merger of the former North and South Trafford Colleges. The college is located over two sites at Altrincham and Stretford. Trafford has a population of 228,500 with an 88% White Ethnic population. Forty-three percent of Trafford residents are qualified to degree level, which is higher than the North West average. The proportion of residents with no qualifications, at 8%, is lower than that of the North West and nationally. There are pockets of low educational achievement in several wards characterised by the high basic skills needs of their residents. Seventy-four percent of Trafford's school leavers achieve five GCSEs at grades A* to C including mathematics and English compared to 53% nationally. Due to the selective educational system in Trafford, the GCSE five A* to C, including English and mathematics, pass rate for learners from the schools which the college draws its learners from is 55%. The proportion of young people not in education, employment or training in Trafford is currently 5%.

Information about this inspection

Lead inspector

Anita Pyrkotsch-Jones, Her Majesty's Inspector

Three of Her Majesty's Inspectors (HMI), one associate inspector and five additional inspectors, assisted by the Deputy Principal as nominee, carried out the inspection with short notice. Inspectors took account of the college'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 lessons, assessments and progress reviews. The inspection took into account all relevant provision at the college. 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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