

# Stratford-upon-Avon College

## General further education college

<b>Inspection dates</b>		17–20 March 2015
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
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:

- success rates are high for adults, particularly those on courses at level 2
- learners develop good, and sometimes outstanding, practical skills; they make much better progress than was evident at the previous inspection
- teaching in theory lessons is good
- learners develop good English and mathematics skills, both alongside their main subject and in discrete lessons
- learners value, and benefit from, the good support they receive, particularly those who have additional learning needs
- good information, advice and guidance ensure that learners enrol, and are retained, on the right courses and that they progress to a wide range of positive destinations
- leaders and managers have instigated a number of significant changes in a short space of time that have ensured teaching and learning are good, while also improving the financial stability of the college
- senior leaders and managers have successfully implemented study programmes so that learners gain a wide range of knowledge and skills; the curriculum responds well to the needs of local specialist employers
- self-assessment is very effective in bringing about rapid improvements to teaching, learning and assessment.

### This is not yet an outstanding college because:

- too few learners aged 16 to 18 on courses at level 3 complete their qualifications successfully or achieve high grades in their studies
- too little teaching, learning and assessment are outstanding
- too many changes to the governing body have affected its stability and resulted in a number of vacancies and a shortage of qualified financial expertise.

## Full report

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

- Ensure that the good teaching and learning in the college and senior leaders' predictions regarding learners' achievements this year result in improved success rates, most importantly for learners aged 16 to 18; ensure that a much higher proportion achieve high grades, making the progress of which they are capable.
- Increase the amount of outstanding teaching and learning through training for lesson observers in how to identify those aspects of teachers' good practice that require improvement to make them outstanding practitioners and by observing outstanding practice in other colleges.
- Teachers should focus more on strategies to ensure learners achieve their full potential, both in lessons and in their studies more generally.
- Recruit a number of new governors to ensure that the governing body is better able to discharge its duties consistently, while endeavouring to create a period of greater stability for governance.

### Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- The college offers a broad curriculum of vocational and academic courses, work-based training and community learning which has undergone a number of significant recent changes. The proportions of learners overall aged 16 to 18 and adults attending the college are very similar. However, the majority of full-time learners are aged 16 to 18 who enrol on study programmes, mainly at levels 2 and 3. The numbers of both intermediate and advanced apprentices are increasing, but they make up only a small proportion of the college's student cohort. The highest numbers of enrolments are in health and social care, visual and performing arts and hospitality and catering.
- Stratford-upon-Avon is a good college which learners leave with a wide range of skills that enhance their personal lives and work readiness. Although the numbers of learners achieving their qualifications have improved significantly over the past three years, too few learners to date achieve the qualifications for which they have studied. As a result, learners' outcomes overall require improvement. Senior leaders are confident that the college's good teaching and learning, the significant changes to the curriculum and to the management and staffing of the college, and the much improved in-year retention will lead to another increase in success rates at the end of the 2014/15 academic year.
- Success rates have improved significantly in the past three years from a low base in 2011/12, exceeding the rate of improvement nationally. The key improvements in 2013/14 have been on courses at levels 1 and 2, and particularly the latter, but success rates on programmes at level 3 have remained largely unchanged from the previous year.
- The proportions of learners of both age groups completing their qualifications successfully have increased in the past year, but particularly so for the smaller cohort of adults in 2013/14. Success rates are now very high for adult learners, most notably on courses at level 2. However, despite a significant improvement in the numbers of learners staying on until the end of their courses in 2013/14 and in success rates at levels 1 and 2, too few young learners achieve their qualifications overall, particularly on courses at level 3. The performance of a number of subject areas was adversely affected by the college's previous strategy of enrolling all learners on diploma courses on a full-time, two-year programme which led to poor retention in their first year; and which, in turn, resulted in poor success rates for this part of the college's provision when those courses finished in 2013/14. College data show that the proportion of

learners remaining on programme for both the 16 to 18 age group and for level 3 programmes was better at the time of the inspection when compared to the same period last year.

- Success rates in a small number of vocational subjects are high, most notably for learners aged 16 to 18 in sport and media. However, a number of subjects have not improved sufficiently and remain resistant to this much improved performance, in particular engineering and construction for young learners. Senior leaders acknowledge that the performance of different subject areas still varies too much and requires greater consistency.
- A-level provision forms a much smaller part of the college's curriculum offer. The proportion of learners achieving AS-levels has increased significantly during the past three years, but still requires improvement. While success rates on A-level courses are in line with the high national average over the same period of time, they vary too much between subjects. Progression rates for AS-level learners to the second year of A-level studies are high.
- In 2013/14, too few learners on vocational and academic courses made the progress expected of them based on their prior attainment. The proportions of learners achieving their qualifications at high grades in different subject areas vary too much. However, the majority of learners now make good, and in some cases outstanding, progress in lessons. They develop good standards of practical work in subjects such as visual and performing arts, and hospitality and catering. Learners are adept at using specialist terms fluently to describe their learning and to express themselves in theory lessons.
- Learners' attendance and punctuality are good. A significant proportion of learners travel considerable distances to attend courses at the college. They feel safe around the campuses and behave well, both in lessons and public areas. Learners develop good social skills, are courteous and show respect for each other's differences and backgrounds.
- Learners acquire important employability skills, such as team-working and problem-solving through a wide range of enrichment and enterprise activities around the college, and make good use of work-related facilities such as the 'job pod' and 'pop-up shop' to discover more about the world of work. Learners have already undertaken work placements in subjects such as health and social care, public services and travel and tourism, and plans are well advanced in most other curriculum areas to ensure the majority of learners take part in work experience in the current year. Too few learners on courses for those with moderate or severe learning difficulties and/or disabilities take part in supported work placements to enhance their independence and to practise the employability skills they gain in college.
- Significant improvements are evident since 2013/14 in the ways in which learners develop good English and mathematics skills both in discrete lessons and alongside their main studies. Significantly more learners achieved high grades in GCSE mathematics than in 2012/13. However, while the proportions of learners achieving high grades in both English and mathematics compare favourably with the low and declining national rates, success rates still require further improvement. Functional skills success rates are low, particularly for learners aged 16 to 18 studying English and mathematics at levels 1 and 2. The much smaller cohort of adult learners studying functional skills achieve them. In 2014/15 to date, the majority of learners who have taken their functional skills examinations have passed them.
- Staff have been extremely successful in enabling students with identified learning needs to achieve more success than their peers for the past three years, and most notably in 2013/14; the former do particularly well on entry-level and A-level courses. The number of learners from minority ethnic backgrounds is small, but they do not achieve as well as their white British peers, having performed as well as them in 2012/13. This is largely because of the low success rates on the small number of courses in English for speakers of other languages (ESOL). Male learners performed worse than their female peers in 2013/14, largely because of the poor performance of courses in construction and engineering which are male-dominated.
- The number of apprentices achieving their qualifications has fluctuated considerably over the past three years. In 2012/13, learners in the workplace performed well. The proportion of apprentices completing their qualification in the timescale planned for them when they started their training declined significantly in 2013/14, but remained above the national rate. In 2014/15 to date, success rates for apprentices are very high. Although learners on

apprenticeships in, for example, hospitality and catering achieve well, too few apprentices in areas such as construction and business management complete their training successfully.

- The college knows the destinations of almost all of its learners. The vast majority of learners who complete their courses have a positive progression outcome. Almost one third progress to higher-level programmes at the college. Progression rates to higher education are high, including to the college's own higher education courses. The majority of the remaining learners enter employment; very few learners do not take part in some sort of further education, employment or other training once they leave the college.

## The quality of teaching, learning and assessment

Good

- The six subject areas inspected and reported on represent a sample of the college's most significant provision. Inspectors evaluated study programmes and foundation mathematics, reflecting current government priorities. The college works with two main subcontractors to deliver distance learning courses to adult learners working in health and social care, but this provision was not directly inspected.
- Teaching and learning are good in both practical and theory lessons. As a result, learners enjoy attending lessons, make rapid progress and develop industry-standard skills. The implementation of the 'Stratford Standard' has improved the consistency of teaching and learning across the college since the last inspection. A well-planned staff development programme, combined with effective input from learning coaches, ensures the majority of teachers are clear about the minimum standards necessary to deliver good teaching and learning. However, senior leaders recognise the need to increase the proportion of outstanding teaching.
- The good teaching and learning in theory lessons are characterised by learners who enjoy the work they do and who value highly the support they receive from teachers who use their status as current industry practitioners very effectively to link theory topics to real-life examples. Learners are adept at expressing themselves in lessons using sophisticated subject-related terminology and phrases. Teachers' good use of information learning technology (ILT) enhances learning by bringing topics to life and making them more meaningful to learners. Well-planned peer assessment ensures learners constantly learn from each other and share their ideas and answers.
- Teaching is particularly good in practical lessons that are stimulating, lively and productive. Learners develop very relevant practical skills, as well as a good awareness of the demands of industry. Teachers have high expectations of learners with regard to personal presentation and professional conduct. Good specialist accommodation and facilities ensure learners work in realistic working environments which reflect industry standards.
- Support for learners is very effective in helping them achieve, particularly for those who have identified additional learning needs. Learners, both on college-based courses and those who are training in the workplace, value the high levels of support they receive from specialist tutors and dedicated learning coaches. This assistance helps them to develop their self-confidence and to develop good personal and social skills. Personal tutors are skilled at gradually withdrawing their support from learners as they become more confident to ensure they develop greater independence. They use their professional judgement well to identify learners at risk of not achieving their study programmes and to refer them promptly to learning coaches. Learners, and their parents or carers, receive detailed written information about e-safety, which staff responsible for e-learning reinforce effectively in tutorials.
- Initial assessment is effective. Learners complete quick scans and an initial assessment of their skills at the start of their study programmes, which provide useful information for staff to instigate targeted support to learners where required. Teachers monitor learners' progress well against precise targets, but a small minority do not always link the targets closely enough to their planning and delivery of teaching and learning. As a result, in a few lessons learners of all

abilities complete the same tasks, so that they do not all make progress according to their potential.

- Teachers confidently integrate English and mathematics into practical and theory classes. They are particularly adept in developing learners' English skills. Teachers plan lessons well to include English and mathematics, having received very effective training in how to incorporate these subjects into their vocational teaching. Their consistent approach to highlighting learners' spelling and grammar errors is enhanced through using a simple, but effective, college-wide marking code, which learners also use regularly in self- and peer-assessment. Learners develop their work-readiness in lessons through acquiring useful skills when presenting or working in teams. Teachers encourage learners to develop glossaries of key terms related to the subjects being studied and to use dictionaries in lessons to look up spellings and meanings of words.
- Information, advice and guidance are very thorough in helping learners ensure they enrol on the right courses to suit their abilities. The admissions process for prospective learners is comprehensive and involves a wide range of managers, curriculum staff and student ambassadors. Potential learners attend weekly admissions afternoons in small groups together with their parents or carers and receive high levels of individual support and advice. These events incorporate a range of skills tests so that learners receive immediate feedback on the suitability of the courses they have chosen to meet their needs. Very few learners have left their courses in 2014/15 to date.
- In a minority of lessons, teachers do not give the most able learners work which is hard enough to challenge them sufficiently. A few teachers are insufficiently skilled in using question and answer techniques well enough to check learners' deeper understanding of concepts and language. A small minority of teachers are not sufficiently confident in developing learners' mathematics skills in lessons, particularly in subjects where it is more difficult to integrate mathematics with the topics taught.
- Attendance has improved during the past 12 months and is now high, but it is not always clear how teachers intend to support learners who have missed a number of consecutive lessons to catch up on the work they have missed. Learners' attendance at study centres and English and mathematics hubs is voluntary, but teachers do not target those who would benefit most from attending these support sessions.
- Teachers make good use of assessment activities to record evidence of learning, relying mostly on written assignments to assess learners' progress and what they need to do to improve their work further. Teachers upload a wide range of resources to virtual learning environments (VLEs) for specific subject areas, but in many cases do not specify how learners should use them in their own time. Teachers' use of the recently acquired e-tracking system, which is being phased in gradually across subject areas, requires further improvement so that they have the information relating to learners' progress for all aspects of their study programmes.
- Teachers promote equality well in lessons, but are less confident in exploring diversity in relation to their subject areas. They often fail to identify themes in lessons which would help learners prepare more fully for life and work in modern Britain. For example, in a lesson where learners questioned the differences in the availability of broadband internet for those living in richer and poorer communities, the teacher did not explore the topic further to discuss social inequalities. A-level learners studying World War II propaganda did not have the opportunity to discuss the recent plethora of media coverage arising from the 70th anniversary of the Holocaust about the plight of Jewish people in Europe at the time.

**Health, Social Care and Early Years**

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

Good

**Teaching, learning and assessment in health, social care and early years are good because:**

- adult learners on distance learning courses in health and social care are very successful in achieving their qualifications
- learners make good progress as a result of highly effective monitoring of their targets by teachers; parents and carers find it very helpful to be able to see their children's progress from home using the college's new electronic tracking system
- a significant majority of learners benefit from good teachers who are skilled practitioners with current industry experience, which ensures lessons are interesting and relevant to the world of work
- learners acquire very relevant knowledge of important topics in lessons; learners in a good lesson were able to recall complex employment legislation when completing their assignments
- learners develop good English skills in vocational lessons; teachers are assiduous in checking learners' correct use of spelling and grammar in their written work; they encourage learners to assess, and comment on, their peers' standards of English when undertaking presentations
- teachers use ILT well in lessons to stimulate learners' interest in topics and to engender group discussions, which reinforce their knowledge and understanding of theory
- learners benefit from a wide range of very good work placements which enable them to clearly relate their theory learning in lessons to the care and early years professions; in one particularly good lesson, a learner talked eloquently about how she used sign language skills acquired at college to assist Brownies to achieve their disability badge
- teachers give good information, advice and guidance that results in much improved retention of learners, which is now high; recruitment procedures are highly effective in ensuring learners enrol on the right courses to suit their needs
- learning coaches are adept at helping learners who are at risk of not completing their studies to attend college regularly and to complete their studies successfully
- improved curriculum management and changes to staffing result in a more relevant choice of subjects for learners to study, which better reflect current industry needs.

**Teaching, learning and assessment in health, social care and early years are not yet outstanding because:**

- too few learners aged 16 to 18 complete their courses successfully, particularly on programmes at level 2
- too little teaching and learning are outstanding; in a minority of lessons, teachers do not develop learners' deeper understanding of topics or check that all learners fully comprehend how to use words such as 'resilience' and 'empathy' when talking about their experiences.

## Hospitality and Catering

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

Good

### Teaching, learning and assessment in hospitality and catering are good because:

- a significant proportion of learners on courses at level 2 and on apprenticeships complete their qualifications successfully; they develop high standards of practical skills, both in cooking and in food service
- learners make good progress, attend well and are punctual for lessons; they behave well, are respectful to each other and demonstrate a very good attitude to learning in all lessons and, in particular, the realistic working environments in the teaching restaurants and kitchens
- teachers and work-based assessors plan lessons and assessments well to enable learners to acquire a wide range of skills and knowledge which reflects the diverse nature of the hospitality industry; learners use ILT confidently to carry out research for their assignments and to take photographs of completed dishes using their mobile devices
- teachers in practical lessons make particularly good use of a range of learning strategies to enable learners to achieve their full potential; more able learners prepare and cook complex dishes and support their less confident peers well, while developing useful supervisory skills
- teachers use peer evaluation very effectively; learners critique each other's practical work and develop the confidence to offer each other constructive feedback which helps improve the standards of finished dishes and restaurant service further
- teachers promote the correct use of English and mathematics skills very effectively in the majority of lessons; learners communicate well, making fluent use of correct industry terminology and language; teachers prompt learners constantly to calculate wastage, yields and portion control accurately and to always bear in mind the financial implications of their work
- managers plan the curriculum well to meet the needs of all learners; the newly introduced courses at level 1 enable more effective progression routes for learners; retention is high on all courses.

### Teaching, learning and assessment in hospitality and catering are not yet outstanding because:

- a minority of learners do not achieve their qualifications on courses at level 3; although the number of learners currently on programmes at this level are low owing to the removal of this provision in its current format, managers plan to re-design the level 3 course offer and to re-introduce it in 2015/16
- teachers have not yet fully incorporated external work experience within study programmes for all learners; teachers do not make enough use in lessons of learners' part-time and full-time jobs to share experiences and good practice
- the small numbers of customers using the restaurant at the Stratford-upon-Avon campus and the limited styles of service do not enable learners to gain the commercial skills necessary to work in a fast-moving and very diverse industry.



## Visual and Performing Arts

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

Good

### Teaching, learning and assessment in visual and performing arts are good because:

- teachers have high expectations of learners; they plan challenging assignments that successfully extend learners' awareness of their own abilities and which enable them to develop individual, and often original, approaches to their work
- standards of practical work are high; learners demonstrate their technical and creative skills at high-profile events, particularly in performing arts; learners on visual arts courses produce bold and inventive designs and installations
- teachers are highly effective in preparing learners for the demands of their anticipated professions; productions and assignments reflect employers' expectations accurately and reflect the realistic nature of working in the arts; for example, in the first rehearsal of a well-known musical, dancers had to take on both understudy and cover roles in addition to their own main part in the production
- teachers ensure that learners acquire the appropriate skills to progress internally to higher-level courses at the college and, in turn, to prestigious and highly competitive, specialist higher education institutions or into employment
- teachers use their industry experience and contacts well to create meaningful work experience for learners and good opportunities for them to perform in public; photography work placements result in permanent employment for a number of learners; learners on music courses find sponsors, book concerts and market their own performances
- learners use technology confidently to assist in successful completion of their studies; teachers integrate the use of ILT very well with their teaching
- teachers are skilled at weaving English and mathematics into vocational lessons; for example, learners in performing arts use their mathematics skills regularly in lessons when working out copyright fees, production costs and budgets for public shows
- teachers mark learners' written work carefully to identify any errors and areas for further development so that learners understand clearly what they need to do to improve their assignments further; teachers' feedback is detailed and identifies opportunities for learners to investigate topics more widely; teachers use peer assessment strategies effectively to involve all learners in making judgements about the work they observe and to maintain their concentration in lessons
- learners benefit from excellent specialist accommodation in dance, drama and music which enhances their learning and enables them to develop their skills well
- curriculum management is good; a strong focus on supporting the development of teachers' skills has resulted in significant improvements in the provision, particularly in visual arts which was inadequate at the previous inspection; learners now enrol on courses that best meet their individual needs and career aspirations.

### Teaching, learning and assessment in visual and performing arts are not yet outstanding because:

- in 2013/14, too few learners on vocational courses completed their qualifications successfully; while A-level success rates are high, learners on both academic and vocational courses did not make the progress of which they were capable
- it is too early to assess the impact of some of the recent improvements in visual arts on the likelihood of more learners achieving their qualifications and making better progress



- teachers do not share best practice sufficiently between performing and visual arts.

## Foundation mathematics

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

Good

### Teaching, learning and assessment in foundation mathematics are good because:

- learners make good progress in their studies and quickly develop confidence in their ability to tackle increasingly complex problems and specific aspects of mathematics which they previously found difficult to understand
- teachers support learners very well to overcome barriers to learning, motivating and encouraging them successfully to acquire the skills they need; teachers swiftly recognise those learners who lack confidence in their own ability and skilfully create a learning environment that helps them to flourish in the use, and understanding, of numbers
- teachers make good use of a range of carefully crafted activities to stimulate learners' thinking, discussion and learning about key topics that are relevant to learners' everyday lives and their main subject; for example, a teacher used broadband bandwidths both nationally and locally to clarify the use of averages with a group of learners on information and communication technology (ICT) courses
- teachers give learners good verbal feedback in lessons which develops their independent learning skills and enriches their depth of understanding; for example, in an entry-level class for learners with moderate learning difficulties and/or disabilities, the teacher's use of relevant, probing questions developed their ability to explore, and apply, units of capacity to practical items they use at home
- teachers prepare learners thoroughly for examinations in both GCSE and functional skills mathematics; they use assessment criteria very effectively as the basis for planning lessons and regularly provide learners with very useful tips and hints on how to improve their performance in examinations; pass rates in mathematics examinations in 2014/15 to date are high
- recent changes in the leadership and management of mathematics have been very effective; they are having a positive impact on learners' experiences of the subject and their perception of the usefulness of mathematics to their future careers; retention in mathematics lessons is rapidly improving and is now high.

### Teaching, learning and assessment in foundation mathematics are not yet outstanding because:

- too few learners aged 16 to 18 gain functional skills mathematics at level 2, and the proportion of GCSE learners achieving high grades at A\* to C requires further improvement
- a small minority of teachers do not use their knowledge of learners sufficiently well to challenge them to fulfil their potential or to set individual targets to enable them to make better progress; for example, in a lesson on calculating areas and perimeters, the more able learners did not find the work challenging enough as everyone completed the same task, regardless of their ability
- teachers' written feedback on a minority of learners' work is not sufficiently helpful in identifying what they need to do to improve further; in these instances, teachers mark homework as simply correct or incorrect without encouraging learners to think about how they got the wrong answer or requiring them to re-do the questions.

**The effectiveness of leadership and management**

Good

- Leadership and management have improved significantly since the previous inspection and are now good. The very effective implementation of the post-inspection action plan and financial recovery plan has enabled leaders and managers to improve teaching and learning during a period of major management re-structuring and reductions in staffing. The college's financial position is now much healthier, staff costs are reduced markedly, and the utilisation of resources has improved. Success rates show a trend of significant improvement over the past three years.
- Senior leaders have successfully communicated to staff the need for change over the past 18 months since the previous inspection. As a result, staff are very positive about managers' openness and willingness to listen, and respond, to their feedback. Strategic planning is systematic, resulting in a series of challenging targets relating to finance, learners' outcomes and quality improvement, as well as a well-considered and effective approach to improving teaching and learning.
- Management information is accurate, timely and plays a key role in informing, for example, self-assessment and in-year monitoring of key performance indicators. Managers monitor the implementation of the many improvement plans rigorously, although interim milestone targets are not always clear enough.
- Since the last inspection, the composition of the governing body has changed considerably. For a short period in July 2014, the governing body was inquorate. The current chair and many of the governors are very new to their positions and four vacancies still exist on the board, although membership is now quorate. Governors possess a wide range of pertinent skills in, for example, education, human resources, senior leadership and law, but financial expertise requires strengthening. They contribute effectively in setting the strategic direction of the college and provide clear challenge to senior leaders about the college's performance, based on the wide range of detailed reports they receive. However, a number of the action plans are too detailed, resulting in a lack of focus on the key data that most require their attention.
- Appraisal of staff is good. Managers correctly recognised that the staff appraisal process required improvement and have now refined it so that it forms an effective basis to evaluate performance, particularly of teachers. Managers have implemented an improved process through which they establish clear links between the targets set for staff and strategic planning. Appraisals of teachers now focus more clearly on evidence of the quality of their teaching and assessment practice.
- Managers monitor under-performing courses closely and take decisive action to improve their performance. They assess the quality of provision at programme level thoroughly on a termly basis. Very effective staff development is an important contributory factor in improving the quality of provision, and has a positive impact on teachers' classroom practice.
- Arrangements to monitor and improve the quality of teaching are well conceived and effective. The observation of teaching process is rigorous. Managers moderate the outcomes of lesson observations carefully and ensure they identify, and disseminate, good practice. Other methods of quality assurance and improvement, such as learning walks and course audits, complement the formal observation process well. However, senior leaders have been less successful in increasing the proportion of outstanding teaching and learning at the college.
- Self-assessment is a particularly strong aspect of the culture of improvement at the college. It is most effective at departmental level where detailed annual reports make very good use of a wide range of evidence and data to arrive at accurate judgements and clear action plans for improvement. The overall self-assessment report is clear and accurate in its judgements. The quality assurance of subcontracted provision is thorough.
- Managers make good use of labour market information and their strong links with the Local Enterprise Partnership to ascertain the training needs and growth areas within the region's economy and to match them to the college's provision. Courses meet the specialist needs of local employers well. Managers are aware of a small number of gaps in the provision, partly due

to the closure of poorly performing courses and partly because other colleges are meeting these needs, but have well-considered plans to re-introduce particular subjects once they are confident they can do so well.

- Staff have successfully introduced and improved all aspects of study programmes so that learners study qualifications that best suit their individual needs, improve their English and mathematics skills, develop their work readiness and progress to a wide range of positive destinations.
- Staff provide an inclusive and welcoming environment for learners. The lead person for equality and diversity and the team of equality champions have developed a wide range of high-quality learning materials relating to these two topics and provide good support to help teachers improve their classroom practice. Managers' annual report on equality and diversity matters is informative and includes a detailed action plan which managers monitor carefully. All staff receive regular updating on equality and diversity. Managers analyse learners' outcomes in detail in order to identify gaps in performance for different groups and the reasons why they exist.
- The management of safeguarding is good. The designated staff responsible for safeguarding have strong links with external agencies, including the local children's safeguarding board and the police with regard to the 'Prevent' agenda. Managers and governors review the safeguarding policy annually. Good arrangements are in place to teach learners about safeguarding, including e-safety, and to inform them of the dangers of radicalisation. Security arrangements are strict and include rigorous enforcement of the wearing of identification badges by all learners. Managers are highly visible in all areas of the college. The annual report to governors on safeguarding analyses the impact that support arrangements have on vulnerable learners well, but is otherwise quite brief and does not do justice to the full range of activities that take place to ensure the safeguarding of learners throughout the college.

## Record of Main Findings (RMF)

### Stratford-upon-Avon 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			2		2			
Outcomes for learners	3			3		2			
The quality of teaching, learning and assessment	2			2		2			
The effectiveness of leadership and management	2			2		2			

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and Social Care	2
Early Years and Playwork	2
Hospitality and Catering	2
Performing Arts	2
Visual Arts	2
Foundation mathematics	2

Type of provider	General further education college								
Age range of learners	14+								
Approximate number of all learners over the previous full contract year	4,315								
Principal/CEO	Nicola Mannock								
Date of previous inspection	October 2013								
Website address	www.stratford.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+	
	75	171	232	924	1,061	85	28	98	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	64	68	56	91	N/A		N/A		
Number of traineeships	16-19		19+		Total				
	N/A		N/A		N/A				
Number of learners aged 14-16	35								
Full-time	35								
Part-time	N/A								
Number of community learners	0								
Number of employability learners	0								
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>■ Crime Scene Resources Ltd</li><li>■ Impact Training Solutions Ltd</li><li>■ JLD Driver Training Ltd</li><li>■ Learning Curve (JAA) Ltd</li><li>■ The Skills Network Ltd</li></ul>								

## Contextual information

Stratford-upon-Avon College is a medium-sized general further education college located in a relatively affluent and historic area of Warwickshire. The number of pupils at schools in Warwickshire achieving five GCSEs is well above the national average. The majority of residents in employment in the county have jobs in the public administration, education, health, wholesale and retail and finance and business sectors. Tourism and the arts play a vital role in the economy of Stratford-upon-Avon with significant numbers of people employed in hotels, restaurants and shops catering for tourists. The unemployment rate in Warwickshire is very low and is well below both regional and national averages. The proportions of people of working age with qualifications at level 1 to level 4 are above regional and national averages, as are average earnings.

## Information about this inspection

<b>Lead inspector</b>	Richard Moore HMI
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One of Her Majesty's Inspectors (HMI), one associate inspector, and four additional inspectors, assisted by the Assistant Principal Curriculum and Quality 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:

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